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ABSTRACT

Sixteen syllabi for college-level, introductory sociology courses are included. The syllabi are being made available in an effort to share various ideas about the content, conceptual organization, and procedures used by sociology professors. An effort was made to include syllabi that represent different approaches to the same course. Syllabi from different types of schools with different student populations including junior and community colleges, four-year private and public colleges and universities, and four-year state branch campuses were selected. Information for each syllabi includes course outline and policy, a schedule of topics and readings, and, in most cases, some supplementary materials such as exercises, assignments, handouts, and tests. Topics covered in the courses include social organization, culture, stratification, socialization, sociological perspective, groups, demography, deviance, race relations, family, collective behavior, change, sociological methods, formal organization, and theory. Teaching methods are varied and include lectures, research papers, article or book analyses, extra readings and reports, group reports, community work or participation, and labs. (Author/RM)

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INTRODUCTORY SOCIOLOGY COURSES
A SET OF SYLLABI
And Related Materials

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Contents

Overview 1
Purpose of the "Syllabus Project" and the Uses of the Syllabi 1
Giving Due Credit 2
How Sets of Syllabi Were Assembled 2
Cost and Ordering Information 2
Thank You 3
Request for Reactions 3
Future Syllabus Sets 3
The ASA Section on Undergraduate Education 3
The ASA Projects on Teaching Undergraduate Sociology 4
Introductory Sociology: Additional Sources of Information 4
A Content Analysis of Some Introductory Syllabi 5
A Checklist for Reviewing Syllabi 8

Guide to the Content of the Syllabi for Introductory Sociology 10
Books Assigned in Courses in the Syllabus Set 12

The Syllabi and Related Material

Prof. T. J. Rice and Prof. Leonard Jordan 14
Prof. Donald D. Landon 32
Prof. Sharon McPherron 49
Prof. Roger Batz 74
Prof. J. Richard Wilmeth 91
Prof. Ida Harper Simpson 102
Prof. Howard L. Sacks 106
Prof. Richard Adams 117
Prof. Harsha N. Mookherjee 121
Prof. William C. Martin 127
Prof. Charles C. Langford 141
Prof. Carl A. Sheingold 168
Prof. Steven Vassar and Prof. Wendell Wessman 181
Prof. Stephen J. Cutler 182
Prof. Judson W. Hill 198
Prof. Paule Verdet and Prof. Sally Whelan Cassidy 204

Overview

This memorandum introduces the set of course syllabi for Introductory Sociology Courses which you recently ordered. We hope you find the syllabi useful and will be most grateful for any comments that you care to make on this "syllabus project."

The following pages contain some important information and remarks on the content of the syllabi, how the syllabi were collected, the purpose of making them available, and ways of obtaining additional information on the courses described. We think it will be useful for you to read these comments before reading the syllabi.

This syllabus set was assembled and is distributed by the Section on Undergraduate Education of the American Sociological Association. The Section was assisted in its efforts by the ASA Projects on Teaching Undergraduate Sociology.

Purpose of the Syllabus Project & The Uses of Syllabi

These syllabi are <u>not</u> presented in the fashion of a consumer's organization listing of "acceptable" commodities--syllabi. Their presentation neither carries nor implies an endorsement by the ASA Section on Undergraduate Education or the ASA Projects on Teaching of the approaches or texts used. Our interest is in providing colleagues a set of syllabi for the Introductory Sociology course having the following characteristics:

a) each syllabus is well spelled-out (not sketchy);
b) as a set, the syllabi represent different approaches to the same course;
c) the syllabi in the set include at least some from different types of schools with different student populations.

The syllabi included in the packet contain the syllabus <u>per se</u> (variously titled "course plan," "course outline and policy," etc.) with a schedule of topics and readings and, in most cases, some supplementary material (e.g., exercises, assignments, handouts, tests) which hopefully will allow the reader to get a sense of alternative ways in which Introductory Sociology can be organized and taught. In many cases, the syllabus included here contains some elaborative comments or reflections by the sociologist who prepared the syllabus.

The purpose of preparing sets of syllabi and making them available for distribution is to share various ideas about the content, conceptual organization and procedures used by some of our colleagues. We do not present these syllabi expecting that a reader will simply pick and choose one that suits his or her needs. Our hope is that these syllabi--often developed by colleagues at great expense of time and energy--will stimulate ideas, and suggest general models. Some users will probably borrow some aspects of the syllabi.

This "syllabus project" does not rest on the assumption that a good syllabus insures of is an adequate sole indicator of a "good course." Clearly more goes into a "good course" than a good syllabus. Also, a syllabus does not always adequately explain or define a course. Users of these syllabi may want

to communicate directly with authors (whose names and addresses are listed on the first page of each syllabus). The ASA Section and the ASA Project can provide no additional information on these courses.

Giving Due Credit

In many ways, a course syllabus is a private production by a teacher. Often, it is the result of years of hard work and thought. If any user makes any substantial use of a syllabus, we think credit should be given. Further, the user's intellectual debt can be acknowledged in the user's own syllabus, in class, or by letter to the author of the syllabus from which a teacher has borrowed specific ideas and approaches or derived stimulation.

How Sets of Syllabi Were Assembled

First, syllabi were collected from a variety of sources including: (a) syllabi used during course-specific roundtable discussions at recent ASA meetings (in sessions sponsored by the ASA Section on Undergraduate Education); (b) syllabi collected by a sociologist engaged in research on teaching; (c) syllabi obtained from sociologists connected with or contacted by the ASA Section, the ASA Projects on Teaching or departmental colleagues of those sociologists. More than 400 syllabi for different sociology courses were accumulated; the largest number came from the first course. Approximately 150 of the syllabi were for Introductory Sociology.

Members of the ASA Section on Undergraduate Education active in collecting these syllabi included: Paul J. Baker, Charles A. Goldsmid, Robert Kernish and Sharon McPherron. Selection of syllabi for the set was made using the criteria listed earlier. Final selection and editing was made by Charles Goldsmid who relied heavily on the recommendations and comments of sociologists asked to read and sort the syllabi using the stated criteria (the sociologists were from the University of Akron, Lorain County Community College, and Oberlin College).

Written permission was obtained from the author of each syllabus used in the set.

Cost and Ordering Information

The syllabus set is priced to cover the cost of preparation (e.g., typing), duplication and mailing.

Cost: $5.25 per set of members of the ASA Section on Undergraduate Education.
$6.75 per set to non-members.

To Order: Send check payable to "ASA Teaching Resources Center" to:

ASA Teaching Resources Center
American Sociological Association
1722 N Street, N.W.
Washington, D.C. 20036

The cost of postage is included in all domestic orders. For foreign orders: please add 50¢ to the above prices for surface mail; for air rate, please add $5.00 to the above prices. Prices subject to change.

Thank You

Thank you to the several hundred sociologists who were willing to share their syllabi with their colleagues. Many of the submitted syllabi which were not included in the set, were not selected simply because there was another syllabus using a similar approach but from a type of school we wanted to represent in the set. Thanks also to the sociologists who assisted in reviewing the syllabi: Charles Barresi, Ralph Bishop, Stephen Cutler, Sharon Darmofall, Neal Garland, James Gillham, Quee-Young Kim, McKee McClendon, Dorothy Martin, Robert Terry and James Walsh. These sociologists reviewed syllabi from the Introductory Sociology set as well as for other course areas:

Reactions

The ASA Section on Undergraduate Education is interested in hearing from sociologists who have purchased these sets--did you find the syllabi useful? What would have made them more useful to you? Please send reactions and suggestions to:

Prof. Michael Malec
Department of Sociology
Boston College
Chestnut Hill, MA 02167

Future Syllabus Sets

Depending on reactions to the syllabus set for Introductory Sociology, the ASA Section on Undergraduate Education is considering developing and distributing sets for other course areas.

The ASA Section on Undergraduate Education

You are invited to join the ASA Section on Undergraduate Education. Membership is open to all ASA members. Section dues are $5.00. A check, payable to "The American Sociological Association," can be mailed to the ASA, 1722 N Street, N.W., Washington, D.C. 20036; indicate that the check is for dues in the Section on Undergraduate Education.

The ASA Section on Undergraduate Education provides an organizational platform within the ASA for those who regard teaching as an important function within the profession. Section Day at the Annual ASA Meetings--a full day of sessions on undergraduate education is possible only because there is a Section. Section members receive the Section Newsletter (quarterly) and information mailings, announcements, material on teaching, etc. Members also receive mailings from the ASA Projects on Teaching. The Section works with Regional and State Associations to get teaching matters on the agenda. The Section sponsors a hospitality room at annual meetings.

The Section Council--elected from membership--always has members from university, four year and two year institutions; the elected chairperson rotates among the three types of schools.

The ASA Projects on Teaching Undergraduate Sociology

The ASA Projects on Teaching (an official effort of the ASA) are developing resources to assist sociologists in their teaching of sociology. The ASA Project has about 150 volunteer sociologists from four year, two year, and graduate departments working on (a) curriculum, (b) teacher development--for faculty and graduate students, and (c) the institutional contexts in which teaching is carried out. The ASA Projects are supported by grants from the Fund for the Improvement of Postsecondary Education (HEW) and the Lilly Endowment, Inc. The Project holds workshops, prepares and disseminates materials on teaching sociology, sends speakers to sociological association meetings and departments, is working toward the establishment of a network of sociological teacher resources people, and attempts to serve as a clearinghouse for activities in the teaching of sociology. The Projects Coordinator is Dr. Hans O. Mauksch. For more information about the ASA Projects, please write to: Dr. Hans O. Mauksch, ASA Projects on Teaching, Section on Behavioral Sciences, TD3-W Medical Center, University of Missouri, Columbia, Missouri 65201.

Introductory Sociology: Other Sources of Information

Teaching Sociology (published quarterly by Sage Publications, Inc.) regularly carries articles on the introductory course. Since its first issue in October, 1973, TS has published fifteen such articles. For subscription information, see the journal or write Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212.

The ASA Teaching Resources Center has available Teaching Sociology: A Bibliography (2nd edition) which includes citations and abstracts to 39 articles on the introductory course. This 120 page bibliography is available for $3.00. Send check payable to "ASA Teaching Resources Center" to: ASA Teaching Resources Center, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036.

A CONTENT ANALYSIS OF SOME INTRODUCTORY SYLLABI

Jeanne Ballantine
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(Dayton, OH 45431)

/The sixteen syllabi included in this set were selected from approximately 140 syllabi collected by the ASA Section on Undergraduate Education and ASA Projects on Teaching. The content analysis describes the first 100 of those syllabi received by the ASA Projects. It should be stressed that the syllabi analyzed here do not constitute a systematic sample--the methods of collection have been noted earlier. Prof. Ballantine prepared this analysis as part of her work with the ASA Projects on Teaching Undergraduate Sociology. The 100 syllabi come from almost that number of departments and were prepared between 1974 and early 1977./

Distribution of the Syllabi by Institutional Type

	# & %
Junior and Community Colleges	15
4 year private colleges & universities	22
4 year public colleges & universities	34
4 year state branch campuses	8
Unknown	21*
	100

* In some cases, the institutional affiliation was not indicated, in other cases, the type was uncertain.

Content of Syllabi: General

The information most consistently appearing in the 100 syllabi was the following: Instructor name, Course Number and Title, Brief description of course, Required Texts, Course Requirements, and Topics to be Covered.

Mentioned in about half to a third of the syllabi were the following: Course format, lists of learning objectives, field research and project assignments, methods of instruction, office hours, labs, sample exams, suggested outside readings and bibliographies, learning aids and study questions, extra credit options, etc.

Topics Covered in Syllabi

91% of the syllabi listed the topics covered in the course. These often followed the textbook chapters. Some syllabi listed and described in detail the topics while others treated them in very general terms. One factor affecting the list of topics is the length of the course (quarter or semester or two semester). In most cases, the syllabi are for one semester courses.

	N and %
Social Structure (or Social Organization)..	38
Culture	37
Stratification	33
Socialization (& personality)	29
Sociological Perspective (& What is Soc.)..	23
Groups	19
Population (& Demography)	17

Between 14 and 9 (N & %)

Deviance	Sociological Methods
Race Relations	Formal Organization
Family	Theory
Urban/Community	
Collective Behavior	
Change	

Most of the remaining topics are covered in the longer two-quarter or two-semester courses; all ranked 10 or below. Typical were "institutional" topics--polity, religion, education, economics, law, ecology, and interaction.

Course Format

38% of the syllabi indicate the structure of the course or types of activities which take place. Most often mentioned were lecture and discussions; also listed were activities such as panels, project groups, speakers, audio-visuals, oral reports, lab groups. 9 courses were primarily lecture.

Descriptions and/or Objectives of Courses

40% of the syllabi included a course description; most of these gave a short paragraph indicating general goals of the course. Most often mentioned (in this order) were: understanding of concepts, sociological analysis of society, sociological perspective and methods of research, theories, behavior (or personality, or interaction), institutions of society, social order, organization, change, and culture. A few syllabi listed behavioral objectives indicating what the student should do or learn or the basic level of understanding to be attained.

Course Requirements and Grading

Almost all syllabi indicated requirements for the course. These fell into two categories: exams only and combinations. The results are closely divided between these with 45 giving exams only and 44 using a combination of exams and other factors on which to grade. Only 3 indicated only a final exam would be given; most of the remaining from all syllabi indicated more than one exam:

1 exam	16
2 exams	22
3 exams	30
4 exams	14
5 or more	7
Final only	3
Final & other requirements	45

The most frequently indicated "other" requirement was a paper(s). 30 of the syllabi indicated one or more required papers for the course. Projects ranked next highest (15), and these ranged from field experiences to class group projects. Class participation was counted as a percentage of the final grade in 8 syllabi, and discussion groups in 7. Other requirements listed included article or book analyses, extra readings and reports, group reports, journals, community work or participation, and SIMSOC lab. Of the questionnaires which discussed the type of exams given, they seemed to be about evenly divided between objective (most multiple choice) and combination objective and essay; fewer indicated only essay tests. About 60% broke down requirements by percentage each part would count.

Other miscellaneous information included in some syllabi dealt with: audio visuals, project topics or descriptions, outside readings and references, terms and concepts, study guides and questions, course objectives, and sample tests.

Texts and Other Required Reading

A surprising finding was the number of different texts used. Most were only listed once or twice; 82% of the syllabi indicated use of a required text. 43 percent also required a reader or other book(s). Following is a comprehensive list of last name introductory text authors, and number of times listed if more than once. Readers should recall that the syllabi used in this analysis were written between early 1974 and early 1977.

Broom & Selznick	10
DeFleur, D'Antonio & DeFleur	6
Biesanz	5

4 Each

Berger	Lenski & Lenski
CRM	VanderZanden
Horton & Hunt	

3 Each

Cuzzort	Wilson
Popenoe	Wright

2 Each

Federico	Madge	Rose
Light & Keller McGee	Perry & Perry	Shepard

1 Each

Anderson	Feldman	Mack
Berger	Inkeles	Peterson
Cohen	Jenson	Steward
Darrock	Johnson	& Glynn
Doby, Boskott & Pendleton	Leslie, Larson & Gorman	Smelzer
		Williams

Readers showed little consistency of adoption also: Included in the syllabi were:

Skolnick & Currie	3
Rose	2
Wishart	2

One Each

Almquist	Berger	Merton & Nisbet	Schuler
Annual Readings	Gaviglio	Robertson	Wrong & Gracey

(and other non-text, non-readers)

Many sociological monographs were listed; in five of the 100 courses, the only required readings came from the following:

Tally's Corner (5)
Process of Social Organization (2)
Commitment & Community (2)
Urban Villagers (2)
Sociological Methods (2)
Blaming the Victim (2)
Small Town in Mass Society
White Attitudes Toward Black People
Analysis of Contemporary Society
Sociological Concepts & Methods
Modern Organizations
Woman's Place
Political Socialization
Real America
Harlem
American Population
Class & Conflict in American Society
New Industrial State
Studies in American Society
The Other America
Protestant, Catholic, Jew
Asylums
Middletown
Protestant Ethic & Spirit of Capitalism
Who Rules America
Rich Man, Poor Man
Man Alone
Tearoom Trade

A CHECKLIST FOR REVIEWING SYLLABI

Everett K. Wilson
Department of Sociology
University of North Carolina
(Chapel Hill, N.C. 27514)

/This checklist was prepared by Prof. Wilson and used in his graduate course, Sociology 380: Seminar Practicum on the Teaching of Sociology, offered at Chapel Hill. It is presented to students in that course as a set of questions against which they may wish to consider their syllabi. While this checklist was not used in preparation of this syllabus set, it is included here for the possible interest of readers./

1. The syllabus as a message to the student

   i. Is the substantive framework of the course gotten across?
   ii. Is the calendar of events clear?
   iii. Are requirements clear?
      (1) tests?
      (2) readings, required and desired?
      (3) exercises?
      (4) attendance?
      (5) due dates for various assignments?
      (6) conditions justifying exceptions? and not?

2. Load

   i. Quantity? too much? too little? Estimating 40-plus sessions or a little over 14 weeks and assuming 2 hours outside work for every hour in class, we get 120-plus hours. This would be about the equivalent, at 30pp/hour of 10 360-page books, minus time needed for writing papers, doing exercises and the like. Difficulty of material and student background obviously need to be taken into account.
   ii. Distribution of load through the semester. Is it well staged?
   iii. Variation in load: is there some change of pace/interest through the offering of different sorts of assignments? lab. exercises, quizzes, book reviews, essays, field work, library exploration, seeing and reviewing films or tapes, tapping current newspapers and other media...

3. Testing

   i. Is there any consideration of two uses of testing:
      (1) for learning, stimulating discussion, as a basis for diagnosing strengths and weaknesses?
      (2) for grading/certification?
   ii. Any indication of the type of test to be used? realistic appraisal of time needed to devise the test? and to evaluate it, including useful feedback to the student? take-home? open book? m-c? essay? other?
   iii. Source of test items: will students be asked/encouraged to contribute questions/problems/test items?

iv. Are the course goals indicated in a set of questions/problems stated at the outset? perhaps in the syllabus itself?
v. Will the instructor test on:
(1) knowledge of sources of relevant data?
(2) knowledge as to how data are handled to improve the chances that our propositions are dependable?
vi. Is there any consideration of use of outside examiners?
vii. Staging of tests: when will they be given? How early does the instructor think he needs to get some feedback to the student?
viii. Are there plans for review, sessions with borderline people, preparation for exams?

4. The course as an element in the student's life space: Is there any indication that the instructor has considered the problem of

i. tying the material of this course to the student's major, or probable major, field?
ii. to current social issues?
iii. to other courses the student may be taking concurrently?
In short, does the syllabus leave room for adaptation to special interests of individuals and subgroups within the class?

5. Active vs passive teaching-learning (see 2-iii)

i. Are there devices available for students to modify the agenda, help to reshape the syllabus?
ii. Are there various points in the course, as planned, where the student can become actively engaged in the pursuit of problems bearing on course content?

6. Is there some indication that students will be able to see this particular course in the general framework of sociology? An intellectual setting in which the material of this course forms an understandable part?

i. do social issues override sociological problems?
ii. will the jokes obscure the point?

7. Does the syllabus offer any encouragement for conferences with the instructor?

i. required? requested? encouraged?
ii. are appropriate matters for discussion suggested?

8. Audio-visual aids: preparation and follow-up
If films or other aids are to be used, are they treated seriously rather than as entertaining interludes?

9. Classroom operations: what alternatives to conventional lecture-discussion procedures have been considered?

i. lab. periods?
ii. seminar sessions with students presenting and defending a thesis to whole group or some part of it?
iii. role playing? sociodrama?
iv. demonstrations of one sort or another?

GUIDE TO THE CONTENT OF THE SYLLABI

All syllabi included in this set include an outline and schedule of course topics, reading assignments, course requirements and a general statement of grading policies/procedures, and a brief description of the course format. All courses represented in this set make some use of lectures--but the degree and type of use varies considerably.

The following guide lists those syllabi which include a relatively substantial discussion of the topics indicated. Thus, some courses not listed below for a given topic may indeed employ that technique or approach but are not listed because the materials included in this packet do not contain them. Illustratively, some professors who employ discussion formats give their classes detailed guidelines orally rather than as part of the syllabus or in a handout. Accordingly, the following guide provides a key to the content of material included in this syllabus set.

STRUCTURAL ASPECTS OF COURSE

Lecture	Some use in all courses
Discussion Groups/Session Used	1, 2, 4, 5, 11, 13
Discussion: Detailed Procedural Information	1, 2, 4, 5
Discussion: Topics for Discussion	1, 2
Discussion: Panel Discussions Used	4
Simulation Used	2, 4
Simulation: Description of Procedures	2, 4
Options Offered to Student Among Formats	11, 13
Computer-Assisted Instruction Used	14
Role Playing Used	4, 15
Independent Learning	11, 13
Movies	4
Lectures: Their Role in Course Discussed	3
Lectures: Guides and Questions Provided	5, 10

ASSIGNMENTS AND EXERCISES

Field-based Experience	2, 6
Analysis of Data	2, 6, 14
Analysis of Media and Literary Productions	6, 8, 11
Application of Sociology to Personal Experience	2, 3, 4, 11, 16
Exercises Based on Reading Assignments	3, 9
Analysis of Articles in Sociology Journals	2, 3, 11
Computer-based/Research Exercises	14

TERM PAPERS AND TESTS

"Mini-papers"	12
Pre-test (Before Course Substantive Test)	11
Test on Course Procedures	11
Essay Test: Discussion of	3
Tests: Detailed Statement to Student on Taking	3, 5
Tests: Detailed Discussion of Grading Criteria	3
Term Paper Required: Discussion of	4, 10
Tests: Essay Questions	7, 8, 10, 12
Tests: Short Answer Questions	10, 12
Campus Writing Proficiency Service	4
Test: Optional	14

READINGS

Reading Notes, Hints, Guides	3, 12, 16
On Using Texts	3, 14
Reading: Questions, Guides for Study	4, 5, 10

OTHER

Attendance Policies Stated	2, 3, 4, 8, 11
Cheating Discussed	2
Advice to Students on the Course	3
On Teaching, Learning and Studying	3
What Teachers Expect From Students	3
Course Objectives: Narrative Overview	3, 7
Teacher Goals: Statement of	3, 4, 7, 8
Narrative by Teachers on Aspects of Sociology	5, 7, 9, 11
Undergraduate Teaching Assistants Used	1, 12
Notes and Comments by Profs. on Their Course-Syllabi	1, 4, 8, 11, 13, 14
Student Evaluation of Course Reported	14
Student Log Used	16
Footnoted Excerpts of Classic Works/Concepts	16

BOOKS ASSIGNED IN COURSES IN SYLLABUS SET

Following is a listing of all books used in the syllabi in this set. Several of the courses represented in the set make various use of journal articles; these are not represented in the following chart. Numbers refer to the syllabi in this set.

Texts and Readers

Anderson. Sociological Essays and Research (2nd ed.)	1
Annual Editions. Readings in Sociology	10
Broom and Selznick. Essentials of Sociology	6, 13
Cole. The Sociological Orientation	5
Coser. Sociology Through Literature	8
CRM. Society Today	10, 11
Dobriner. Social Structure and Systems	9
Federico. Sociology	1
Gamson and Modiliani. Conceptions of Social Life	15
Horton and Hunt. Sociology	2
Individual Learning Systems. Introductory Sociology	11
Johnson. Sociology: A Systematic Introduction	9
Lenski and Lenski. Human Societies	5, 14
McGee. Points of Departure	7
O'Brien, et al. Readings in General Sociology	14
Rose. The Study of Society	14
Schuler, et al. Readings in Sociology	10
Scott. Social Processes and Social Structures	14
Shepard. Kaleidoscope: Adapted Readings for Introductory Sociology	12
Shostack, ed. Putting Sociology to Work	3
Whittin (Dushkin). Study of Sociology	4
Williamson, et al. Social Problems: Contemporary Debates	15
Wilson. Sociology: Rules, Roles, Relationships	12
Wrong and Gracey. Readings in Introductory Sociology	7, 12

Monographs

Berger. Invitation to Sociology/Humanistic Perspective	5, 7, 8, 14, 16
Binzen. Whitetown, U.S.A.	16
Bowen. Return to Laughter	16
Cuzzort. Humanity and Modern Sociological Thought	3
Epstein. Woman's Place	6
Gans. The Urban Villagers	6
Goffman. Asylums	7
Gubrium. Living and Dying in Murray Manor	16
Heilbroner. In the Name of Profit	1
Hirschi. The Causes of Delinquency	6
Humphreys. Tearoom Trade	8
Hyman. Political Socialization	6
Kanter. Commitment and Community	6
Killian. The Impossible Revolution Phase 2: Black Power and the American Dream	1
Liebow. Tally's Corner	8, 16
Madge. The Origins of Scientific Sociology	3
Milio. 9226 Kercheval	16
Pope. Millhands and Preachers	7

Sennett and Cobb. The Hidden Injuries of Class	7
de Tocqueville. Democracy in America	16
Wattenberg. The Real America	10
Whyte. Street Corner Society	16
Yablonsky. Robopaths	1

Other

Becker and Gustafson. Encounter With Sociology: The Term Paper	4
Brissett and Edgley. Life or Theater: A Dramaturgical Source Book	1
Dennis. Report From Engine Co. No. 8	16
Gamson. SIMSOC	2, 4
Hill. Learning Through Discussion	1
Inkeles. What is Sociology?	3
Kesey. One Flew Over the Cuckoo's Nest	1
Kuhn. The Structure of Scientific Revolution	16
Polanyi. Personal Knowledge	16
Solzhenytsizn. One Day in the Life of Ivan Denisovich	16
Wax. Doing Field Work	16
Whittin (Dushkin). Encyclopedia of Sociology	4

Prof. T. J. Rice
Prof. Leonard Jordan
Dept. of Sociology & Anthropology
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Sociology 207
Foundations of Social Life
Fall, 1976

CONTENTS

Course Syllabus 2
- Behavioral Objectives
- Readings
- Course Format
  - The Teaching Assistant & Small Group Discussions
- Course Policy
  - Attendance (at lecture, discussion, for exams and projects)
  - Process of Evaluation
  - Grading

Work Schedule 7
- Topics, assignments, quizzes and exams by date

Some Notes on Profs. Rice & Jordan's Discussion Procedures 9

Terms & Concepts, and Questions for Discussion Sessions (& GCMs) (3 samples) ... 11
- Socialization
- Society and Role Behavior
- Research Methods

Group Cognitive Map Guideline for Theory Course Session 14

Project Proposal Format (Outline for Proposal) 15

Examination II 16

For Teaching Assistants: Guideline Answers for Grading Exam #3 17

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Sociology 207
Foundations of Social Life
Fall, 1976

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Dr. Rice: Sections 2 & 3
Dr. Jordan: Section 4

COURSE SYLLABUS

BEHAVIORAL OBJECTIVES:

1. To develop the ability to use the language of the discipline for sociological explanations of everyday behavior.

   ⇒ Such that. . . .

   > Given a social structure, the student can match sociological concepts to the social dynamics of the situation, e.g., upon observing social interaction in the student union, applications of the concepts of status, role, primary group, secondary group, SES, etc. are readily made in essay, schematic, or oral form.

2. To understand the difference between sociological and other social scientific explanations.

   ⇒ Such that. . . .

   > Given any social phenomenon, the student can demonstrate the distinguishing features of the sociological perspective in comparison with the other social sciences, e.g., the automobile will be examined by the economist in terms of the marketplace, cost/benefit efficiency, input/output resources, etc.; the political scientist in terms of its impact on power distribution, political/regional boundary maintenance, international agreements, etc.; the psychologist in terms of its rewards or need-satisfying potential, individual motivations, fantasies, etc.; and the sociologist in terms of its impact on patterns of group behavior, prestige symbols, social class implication, technological impact on society, etc.

3. To identify and examine sociologically "interesting" and "relevant" problems and issues.

   ⇒ Such that. . . .

   > The student can describe the parameters of a sociological problem/issue in terms of:
   > a. The unit of analysis (e.g., society, community, associations, groups, and dyadic encounters.)
   > b. Actor's attributes: resources, roles, identities (e.g., age, race, sex, SES...).
   > c. Contingency statements (e.g., time, circumstances, locations, situational events...)
   > d. Interaction Patterns (e.g., subordination/super-ordination, segregation, conflict, cooperation...)

4. To differentiate and compare several theoretical perspectives <u>within</u> the discipline.

➔ <u>Such that</u>...

The student can make a comparative inventory of the basic assumptions of several major paradigms, e.g.,

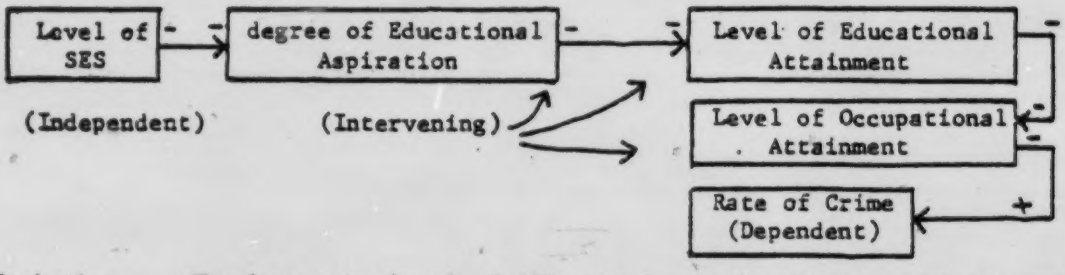
<u>Conflict</u>	<u>Structural-functionalism</u>	<u>Symbolic-interactionism</u>
1. Every part contributes to change.	1. Every part contributes to whole.	1. Interpersonal encounters form the basic unit of society.
2. Society hangs together by Constraint.	2. Society hangs together by Consensus.	2. Interactional context are in flux.
3. Society is consistently on Conflict.	3. Every society is a Smooth Running System.	3. Actors assign meaning to and interpret social situations.
4. Parts not necessarily functionally related.	4. Every part is related to the other parts.	4. Social Structures emerge out of the actors/symbolic universe.

And the student can apply them to the interpretation of a given sociological problem, e.g., arguing from each of these paradigms, explain the difference in income and occupational prestige between doctors and garbage collectors!

5. To make causal statements of the relationship between two or more social variables such that they "explain" certain social realities.

➔ <u>Such that</u>...

The student can schematically present and explain the theoretical and empirical causal linkages among two or more independent, intervening, and dependent variables, e.g., given the variables of SES, educational aspiration, educational achievement, occupational attainment, and crime rate the following causal statement could be made:



<u>Such that</u>... The lower the level of SES, the lower the degree of educational aspiration causing a lower level of educational attainment which leads to a lower level of occupational attainment which causes an increase in the rate of crime.

6. To analyze and interpret sociologically relavant statistics and significant data patterns, e.g., tables, graphs, charts, etc.

➔ Such that. . .

Given two or three variable tables, graphs, or charts, the student can read patterns in the data in terms of the following:

a. Independent, intervening, dependent variables.
b. Hypotheses (H_1 and H_0) working and null hypotheses and understand the logic of the null hypotheses.
c. Cross tabulations.
d. Marginals
e. Significance of N.
f. Level of significance (Alpha level or .05).
g. Rows and columns (Patterns and appropriate directions).
h. Constructing tables.
i. Source of data.
j. Interval units.
k. X, Y ordinates.
l. Association and correlation.
m. Measures of central tendency and dispersion.

7. To demonstrate a comprehensive conception of the relationship among the individual, group, and larger social structures of a given social order.

➔ Such that. . .

Given a set of personal problems experienced by a group of individuals, (e.g., marital problems, alcoholism, suicides) and a description of the issues bearing on their social environment (e.g., high unemployment rates, low educational opportunities, urban squalor, and accelerating automation) the student is able to generate concepts, hypotheses, generalizetions and relational/causal imagery (see #5) which would account for the relationship between "private troubles and public issues."

Readings

To help us meet these behavioral objectives, the following books have been selected. There could have been more and/or different books selected since there is a wide variety in the field-I hope, however, that the following will prove useful. They are required reading for all students.

"Text" - Ronald C. Federico. Sociology. A standard, comprehensive, and fortunately readable introductory textbook.

"Readers" - Charles A. Anderson. Sociological Essays and Research (2nd Ed. These essays will give us some idea of the larger structural issues in the field and how they can be interpreted from a critical-conflict-marxian perspective.

Dennis Brissett, and Charles Edgley. Life or Theater: A Dramaturgical Source Book. A number of brilliant essays illustrating the symbolic interactionist perspective within the discipline. Interesting portrayal of the individual in situated, meaningful action. Quite a different perspective from that presented in Anderson's reader.

"Other Works"

Wm. Fawcett Hill. Learning Thru Discussion. A basic strategy to help us take our destiny in our own hands. This one we must master and put into action.

Ken Kesey. One Flew Over the Cuckoo's Nest. A best-selling novel which dramatically reveals the extent to which "defining a situation" makes up a large portion of social reality, whether "normal" or "deviant."

Robert Heilbroner, et. al. In the Name of Profit. A powerful exposé of the immoral and unethical practices which develop within corporate capitalism as a result of the profit motive.

(Dr. Jordan Only!) Lewis M. Killian. The Impossible Revolution Phase 2: Black Power and the American Dream. An insightful and sympathetic social-history of the recent striving of Blacks to produce meaningful lives in America. It raises the question of the possibility of a Black social mov ement of a revolutionary type taking place in America.

(Dr. Rice Only!) Lewis Yablonsky. Robopaths. A well-argued essay on the consequences of technological society as a dehumanizing force. Yablonsky presents several ideas or methods which might be applied to breaking the pattern.

Course Format:

The course is designed to maximize two imperative features of an introduction to sociology:

(1) The exchange of fundamental concepts and explanations of social phenomena between students and professor.

(2) The opportunity for each member of the class to express, both orally, and in written form, understandings and ideas related to the subject matter.

The Teaching Assistant and Small Group Discussion

In 1974 we began the Teaching Assistantship (T.A.) program in the Sociology Department, geared to meet one of our goals--namely, helping the student to actively express ideas. The T.A.'s are selected from several applicants on the basis of their demonstrated ability as students and for potential to serve as discussion leaders. They receive no monetary reward for this work, but do get "Directed Study" credit. In addition to their responsibilities as discussion leaders, they are expected to attend a weekly two-hour seminar with the professor in order to discuss, in depth, the course content. Also, they will grade much of the written work under the supervision of the professor.

(Dr. Rice Only!) - This semister we have a very fine group of teaching assistants in the persons of: (1) Amy Aldred '78; (2) Bruce Kridler '77; (3) Peter Merrell '78; (4) Kay VanVactor '78; (5) Steve Yurkowski '77.

Each student will meet with one of the T.A.'s or professor for a two-hour discussion section (Thursdays 2:30-4:30) in a small group of not more than nine. At these meetings you will be expected to arrive with Preparation Sheet completed as part of The Group Cognitive Map which is designed to facilitate discussion in a logical format. (All of this is explained in the little booklet, Learning Thru Discussion, which is required for the course.)

Course Policy

1. Attendance

   A. Lecture; Regular attendance is expected. It has been the experience of the professor - and there is much research support (e.g., McGee, 1972) - that irregular or casual attendance results in fragmented understandings and poor performance. The best way to avoid such outcomes is to be conscientious about your physical and mental presence from the outset.

   B. Discussion Sections: The concept of the Group Cognitive Map is based on the the idea of mental unity and shared understandings. There is no margin for absence here since the group grows together or not at all. In addition to the obvious loss of an important learning experience, each absence from discussion will be penalized FIVE POINTS OFF FINAL GRADE.

   C. Examinations, Projects, Papers: There will be no makeups unless you have an officially excused absence (i.e., written with appropriate signature).

2. Process of Evaluation

   Your discussion leader will have a large part in evaluating your work. The professor will establish guidelines for levels of performance and these will be used by the teaching assistants. Every effort will be made to reduce subjectivity and to provide a fair evaluation. However, if any student wishes to appeal a grade, they may do so by the following procedure.

   A. Confer first with your teaching assistant. Try to reach some solution which is mutually agreeable.
   B. If no agreement is worked out at Step A, you may appeal to the professor for a review of your paper or examination. The entire paper will be regraded and it is assumed that harmony will reign once again.

3. Grading

   Your final grade will be determined by the cumulative performance on the following:

2 Quizzes @ 5%	= 10%
2 Hourlies @ 20%	= 40%
Class Participation	= 20%
T.A. Evaluation	= 5%
Comprehensive final exam	= 25%
	100%

WORK SCHEDULE

In order to meet our objectives and systematically read the above books, the following schedule is developed. Every effort will be made by us to follow our schedule as outlined.

Reading Due Date	Topic	Assignment
Sept. 9 (1)	Introduction to Course: Taking your destingy in your own hands	LTD
Sept. 16 (2)	The Sociological Imagination: Perspectives and Strategies	Text: Chps. 1, 2; Anderson: Part I; B & E: Forward & Intro
Sept. 23 (3)	Culture: Symbols, Situations, Society	Text: Chp. 3 Anderson Part II; B & E: Chp. I
Sept. 30 (4)	The Self and Social Action: Drama and individuality	Text: Chp. 4; B & E: Chp. II

Oct. 7 (5)	Socialization: Social Roles and Situated Action	Text: Chp. 5 B & E: Chps. III, IV; Kesey: First half (Go to Movies)
Oct. 7 (2:30 - 3:30) (5)	QUIZ I: (Covers material Sept. 9 through 30)	
Oct. 14 (6)	Deviance: Fact, Fiction, Fantasy	Text: Chps. 6, 7; B & E: Chp. VI; Finish Kesey
Oct. 14 (2:30-3:30) (6)	Hourly I (covers all material Sept. 9 through Oct. 7)	
	(Enjoy your R and R)	
Oct. 21 (7)	Institutions: Frozen Answers to fundamental questions	Text: Chps. 8, 9; Anderson 9; B & E: Chp. V
Oct. 28 (8)	Human groups and Social organizations	Text: Chps. 10, 11; Anderson 5, 8; B & E: Chp. VII
Nov. 4 (9)	Social Stratification: Structured inequality	Text: Chp. 14, 16; Anderson: Part III; Start Heilbroner

Nov. 11 (10)	Social Mobility: Cause, process consequences	Text: Chps. 15, 17; Anderson: Part IV; Finish Heilbroner
Nov. 11 (2:30-3:30) (10)	QUIZ II: (covers material Oct. 7 through Nov. 4)	
Nov. 18 (11)	Human Ecology: Peoples and places (P.O.E.T.)	Text: Chps. 12, 13; Anderson: Part X
Nov. 18 (2:30-3:30) (11)	HOURLY II (covers all material from Oct. 14 through Nov. 11)	
	HAPPY TURKEY DAY!!	
Dec. 2 (12)	Collective Behavior, conflict and ethnicity	Text: Chps. 18, 19; Anderson: Part VI, VII; (Dr. Rice Only-Begin Yablonsky) (Dr. Jordan Only-Begin Killian)
Dec. 9 (13)	Social Movements: Change	Text: Chps. 20, 21; Anderson: Part XI; (Dr. Rice Only-Finish Yavlonsky) (Dr. Jordan Only-Finish Killian)
Dec. 13 (14)	Course Review	Review exam questions
Dec. 17-21	CUMULATIVE FINAL EXAMINATION	
Dec. 22	End Semester!	

SOME NOTES ON PROFS. RICE & JORDAN'S DISCUSSION PROCEDURES

Comprehension of sociological materials and transformation of that by students into their own terms and meaning system are central instructional goals for Profs. Rice and Jordan. While their courses involve weekly lectures, they place much emphasis on discussion format as a means for achieving these ends.

Discussions or simenars do not always achieve these ends. Often such formats involve the "blind leading the blind," or a "pooling of ignorance." Sometimes discussion classes are "lectures in disguise," and others are led by teachers concerned only with effective group process and not student mastery of material or skills.

To overcome these potential pitfalls, Prof. Rice, and following his lead, Prof. Jordan uses a process called "Group Cognitive Mapping" and other techniques embodied in Learning Through Discussion a short (64 pp.) book by William F. Hill (Beverly Hills, Cal.: Sage Publications, 1969 rev. ed.).

In addition to lectures, students have a once-weekly, two-hour, seminar with not more than nine students. Most of these seminars are led by carefully selected, advanced, undergraduate students. Learning Through Discussion (LTD) provides a framework for seminar meetings. LTD is required reading for all students and attendance at seminars is required and graded.

The larger focus for seminars is set by the professor (e.g., role behavior). Students receive in advance a handout with a listing of central concepts and "subtopics" for development. They are required to arrive at the seminar having completed their substantive reading, and a "preparation sheet" (which aids them in coming to grips with what they do and don't understand). During the discussion, students construct and follow a nine-step "Group Cognitive Map" (which is discussed at length in Hill's LTD):

1. Definition of Terms and Concepts
2. General Statement of Topic/Problem
3. Identification of Major themes/topics
4. Allocation of time
5. Discussion of Major Themes/topics
6. Integration of material with other knowledge.
7. Application of material.
8. Evaluation of Author's presentation of topical matter
9. Evaluation of Group and Individual performance.

One objective of the GCM procedure "is to lessen the possibility of the group's becoming involved in useless argument." (Hill, 1969:23)

A second element in the LTD approach is an understanding of group roles and group member skills. Hill's volume discusses task roles and group maintenance roles as they facilitate mastery of subject matter and development of the skills of transformation of material into terms meaningful to the student. A third major element in LTD is consideration of criteria for groups that are effective learning environments.

"In the development of the LTD method, two considerations were uppermost: an appreciation of the method requires an understanding of the operation of these two fundamental conceptions. First, it must be kept in mind that a discussion group is a group and is, therefore, subject to the cannons of group development and group dynamics. This obvious fact has apparently been overlooked by the didactically oriented discussion leader. . . .Second, it must be kept in mind that this group-oriented consideration must not obscure the particular purpose of subject matter mastery. This obvious fact has apparently been overlooked by the group-oriented discussion leader." (Hill, 1969:23)

Prof. Rice has employed for several years a variant of the LTD method; he says he finds "the general model. . .very powerful and flexible for small group applications. . .Group participants find it necessary not only to comprehend the material under discussion, but to transform it into their own terminology or meaning system, while validating the transformations against the shared group understanding. This process, we find, has the consequence of much greater retention and flexibility of application."

Included in this syllabus are copies of ahndouts used by Prof. Rice and Jordan in their classes (for their student's use in preparing for seminar session).

A description of Prof. Rice's use of thismethod will be found in "Report of Teaching: 4" --a special issue of Change: The Magazine of Higher Learning 7, 8 (July, 1977). This issue includes reports of the undergraduate teaching efforts of 14 sociologists.

Sociology 207
Sections 2 and 3

Dr. Rice
Sept. 29, 1975

TOPIC: SOCIALIZATION

A. Concepts and Terms

socialization
role taking
role playing
self
looking-glass self (Cooley)
"I" and "me" (G.H. Mead)
symbolic interaction
desocialization, resocialization
social action (Sprott)
conversation of gestures
significant other
generalized other
play stage
game stage
social fact (Sprott from Durkheim)

B. Subtopics for development

1. How, according to Sprott, does "social action" come about and sustain a social structure?

2. What does Mead mean by the concept of "taking the role of the other?" What part does this process play in socialization and the development of the "self?"

3. Compare the Milgram and the Zimbardo experiments. What essential elements do they have in common? How are they different? Explain why the subjects behaved the way they did?

4. Describe the steps involved in "brainwashing" or resocialization. Choose an example of resocialization that you have experienced or seen and explain this in terms of the techniques outlined.

5. Compare and contrast the play stage of social development and the game stage, as described by Mead. What functions do these developmental phases seem to have for the process of socialization?

Sociology 207
Sections 2 and 3

Dr. Rice
Sept. 22, 1975

TOPIC: SOCIETY AND ROLE BEHAVIOR

A. Terms and Concepts

society
group, characteristics of vs. society
gemeinschaft (Toennies)
gesellschaft
primary group (C.H. Cooley)
secondary group
formal organization, informal org.
bureaucracy (Max Weber)
voluntary association
group boundaries
social integration (Durkheim)
mechanical solidarity "
organic solidarity "
alienation
social control, sanction
folk/urban continuum (Redfield)
urbanism, characteristics
role theory (Berger)
normative order
role distance
blue-print theory
definition of the situation
(W.I. Thomas--reference in Berger article)

B. Subtopical Questions to be included in your GCMs:

1. What are the sociological (or other) implications of Berger's assertion that our identities are socially bestowed?

2. Berger states that, "Every social structure selects those persons that it needs for its functioning..."(p. 83). This notion, he feels, does away with the "commonsense idea that certain institutions arise because there are certain person around." Give several examples illustrating this point, as either refutation or support. Then discuss the implications for everyday reality.

3. What is the main point of the Blake/Davis article on "Norms, Values, and Sanctions?" Can you now make a distinction between values and norms, and can you argue for, or against, the idea of "normative determinacy?" Give at least three examples to illustrate your position.

4. What is the function of role-distance in everyday life? Give examples from your own experience to illustrate the meaning of the concept.

5. What form of social action programs could be implemented if social planners were to use Dr. Ryan's argument as a guiding document? How would one go about validating Ryan's assertions before just taking him at his word? Do you think a polemic, as opposed to rational, balanced social science, is of greater value (or less) in bringing about social change? Support your position with evidence or logic, or both.

6. Regarding the Text, can you see the similarities between the theories of social org. of Durkheim, Toennies, and Redfield? What are they trying to explain? Can they help us understand our own lives and our own personal relationships? Explain your understanding and/or insights, giving examples.

Sociology 207
Sections 2 and 3

Dr. Rice
Oct. 6, 1975

TOPIC: RESEARCH METHODS

Terms and Concepts:
empirical
spurious
randomness
covariation
research design
variable (independent and dependent)
constant
causality
control group
experimental
experiment
survey
case study
normal curve
mean, median, mode
frequency distribution
statistic
chi square
significance level

Subtopics:

1. Report on one(any one which appeals to you as long as it reports some data in the text) article from any of the following major sociological *journals: American Sociological Review (ASR), Social Forces (SF), or Sociological Quarterly (SQ). Your report, which should be included in your GCM this week, should cover the following points:
   (a) What specific hypothesis or hypotheses are being tested?
   (b) What type of research design was used?
   (c) Describe the sample in terms of size and origin?
   (d) Which statistical methods were employed? What was the level of significance at which the hypothesis (es) were rejected?
   (e) What were the findings? Conclusions?
   (f) Critique the article in terms of what you know from your readings this week.

2. What are the criteria necessary for a demonstration of causality? Give examples from everyday exchanges where these criteria are ordinarily overlooked?

3. What is the relationship between theory and research? Generate at least two examples to illustrate this relationship.

4. Suppose you were asked to design a study to explore the relationship (if any) between maturity and popularity in the undergraduate community. What type of study design would you use? Why? How would you operationalize the concepts of "maturity" and "popularity"?

5. Computer problem--do this as a group in each section. A schedule will be set up for use of the terminals.

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*All of these journals are available in the library. They have not been placed on reserve since you may choose any article that is of interest, with one condition stated, i.e., data reported.

Department of Sociology/Anthropology
SA 316 - Theory

Dr. Jordan

GROUP COGNITIVE MAP*

I. Meta-theoretical/Theoretical Assumptions: State as cryptically as possible the basic assumptions which guide the general paradigm as well as specific theories of the theorist. These should be developed in some logical order, e.g., general to specific, abstract to concrete, etc.

II. Problem Statement: Develop from the readings the general sociocultural problems which the theorist attempts to explain, or which guides the theorist's attempts to explain, or which guides the theorist's inquiry. These problem statements should be logically consistent with the meta-theoretical assumption of Part I; e.g., the problem statement: "Why is it that some members of the working class are alienated and others are not?", is consistent with the meta-theoretical assumption that consciousness is a function of one's social situation.

III. Theoretical Concepts or Variables: List and identify (i.e., define and illustrate) the basic concepts/variables that serve as intellectual tools for the theorist. Organize these concepts/variables into classes or categories that make some sense to you (develop your own classification scheme), e.g., structural, normative, attitudinal, etc.

IV. Propositions, Hypotheses, Relationships: Make an inventory of all of the fundamental propositions and relational statements of the theorist. These propositions can be ordered in a number of ways, e.g., all those having to do with a specific problem, or those having the same determinant (cause) or resultant (effect), or those which could be used as axioms from which the rest could be deduced. Just as the variable is the basic unit of the proposition, the proposition is the basic unit of theory.

V. Classifications/Typologies: Present in schematic fashion any basic classifications or typologies which are useful organizing tools for the theorist. Show how the typology "fits" with the assumption of the author and with the basic problems under investigation. For example, Weber's typology of authority is related to his assumption of increased rationality in Western civilization and plays an important role in the development of his theory of bureaucracy.

VI. Theory/Explanation: Develop a general schematic representation of the author's most fundamental theory; e.g., Durkheim's theory of social integration. Also develop systematic models of minor theories which are compatible with the general theory, e.g., Durkheim's theory of suicide, division of labor, and solidarity.

VII. Criticism: Using the above six categories of information as a focal point develop a critical note concerning the sociological imagination of the author. This will involve the development of criteria of evaluation, e.g., consistency of concepts, problems, etc.; level of analysis; relevance of problem of inquiry; completeness of theory(ies); etc.

*These are suggested guidelines. Feel free to make modifications as you proceed. The only responsibility you have if you make changes is to be able to justify them.

SOCIOLOGY 207 PROPOSAL FORMAT

Outline for project proposal in introductory sociology:

The following is intended as a general outline to help you organize your proposed project. It is essential that you follow the format as consistently as possible. However, the specific content is your own creation, though it should be as specific as possible in the proposal stage. If done well, any proposal should constitute some major portions of the project.

A. Statement of the Problem

This section should be a relatively concise, well-informed statement on the nature of the problem under study, why it is sociologically important, why it might be fruitful to do research on the problem at this time, and some very basic background to the problem.

B. Review of Relevant Literature

This section should focus on the work that has been done by other investigators regarding this subject matter. The review should include background studies, theories, issues of relevance, and overall perspectives on the subject under current scrutiny. The student should be very careful at his phase to weave the previous work under review into one fluid essay. This review is expected to become part of the finished paper.

All work must be footnoted in the conventional (see a guide to this) form.

C. Statement of Hypothesis (or Hypotheses):

These hypotheses should be suggested, or derived from, your review of literature. A brief statement of your hypothesis will suffice, but each should have a supporting rationale as to why it is plausible to suggest this.

D. Methodology:

1. What data will be used? Sampling procedure? Why?
2. How large is the sample and what are the characteristics of the respondents?
3. What is your method of data collection?
4. What is your method of data analysis? Which stats. will be used? Why?

E. Expected Contribution:

This section should present a rationale for doing this work in the first place. What do you expect to contribute to the area by doing this project? If it has been done already, why are you replicating the work? If this is original work, how does it fit with ither work being done? What gaps in the literature do you expect to fill by doing this? Does this work have any implications for social policy reforms or humanistic concerns? Who could be expected to benefit most from this research?

F. Selected Bibliography:

This should be an extensive referencing of the works used in the review, or other parts of the proposal, which came under study in constructing your project. You may wish to extend this by the time the project is finished, but most of the work should be already included in the proposal phase. Be sure to use standard format in constructing your bibliography.

G. Footnotes: You may leave all till last or footnote by page as you go.

NAME _____
DISCUSSION LEADER _____
SECTION _____

Sociology 207
Nov. 4, 1974
Dr. T.J. Rice

Examination II

Part I (40 points)--Short answer identifications. Please be brief, but specific. Answer a total of eight on this part.

A. Answer <u>each</u> of the following four concepts:

1. Structural-functionalism
2. Probabilistic thinking
3. Correlation coefficient
4. Ideal-type

B. Answer <u>four</u> of the following eight--your choice:

Gemeinschaft/Gesellschaft
Protestant Ethic
Primary Group
Status/Role
Norm
Ethnocentrism
Statistical inference
Control Variable

Part II--Essay (60 points)

A. Let us suppose that you are a member of a policy-making group charged with solving some problems of public health. The specific issue at hand is high rates of schizophrenic breakdowns, and one member of the group presents the following data to prove that this type of mental illness is genetically based:

Incidence of Schizophrenia in Offspring

Incidence of Schizophrenia in Mother		High	Low
	High	90%	10%
	Low	10%	90%

Question: As a sociologist trained in data interpretation, what would your critique of the foregoing interpretation include? Would you want to do further analysis? What would the new analysis look like?

(Note: We know you cannot be certain, but what would you <u>predict</u> it to look like?)

(40%) B. Stratification is defined as "institutionalized inequality."

1. Give the functionalist and the Marxian explanations as to why this is such a universal reality. (You may be very brief here as long as you are to the point.)

2. A standard method of developing a sociological explanation of a given process is to separate relevant variables into Independent, Intervening, and Dependent categories and explain the interaction between them in bringing about a specific pattern of behavior. Given the following list of variables, categorize them into a plausible model (Independent, intervening, dependent) to demonstrate the process of Social Mobility in the United States. Feel free to use "causal" arrows to indicate interactions within a class of variables.

Values (e.g.--high need to achieve, Protestant Ethic)
Teachers' expectations
Present Occupation
Concept of self
Life Chances
College Degree
School-related
Intelligence (SRI)
Beliefs
Experiences

Now, after you have developed the model, explain it, using any data you deem relevant to the problem.

Sociology 207
Sections 1 & 2

Dr. Rice

For TAs: Guideline Answers for Exam #3

Part I - 4 pts. each

Please consult the same sources the students were exposed to - e.g., Hoult. Once again, hold to specific technical definitions - a stab in the dark will not suffice!

Part II

1. 40 points total

A. (10 points) - This answer should include a discussion of Weber's conceptualization of the Protestant Ethic as a confluence of Calvinist Doctrines which entailed the following key elements:

(1) "Worldly asceticism"
(2) "Calling"
(3) "Predestination"
(4) "Spirit of Capitalism"
(5) "Salvation of the Elect"
(6) "Rationalism and Efficiency"
(7) Work as virtue
(8) "Signs" = Worldly success

Guidelines:
Five of the above, full credit. Deduct 2 point for each less than 5

B. (20 points--Empirical examples are crucial to this section
1. Family - (4 points) "Sex as Work" is the key reference here. Middle class socialization pattern of hard work, delayed gratification as mode of mobility, education as denied of immediate needs...Monogamy is a Christian idea, too.
2. Religion - (4 points) The obvious example is the direct evidence of Protestantism as basic to American civil religion. Serves as fundamental theology of the American Church and other organized Religious sects. The Durkheimian notions that men create their gods by worshipping their own cultural norms and culturally accepted values should be mentioned here. W. Catton article should be introduced.
3. Polity - (4 points) High correlation betweeen conservative political leanings and Protestantism. Explanations seem to lie in the belief that the most worthy people are those who work hard and rise to the top. They deserve their wealth, power and privilege because they followed the will of God and are destined for salvation. The idea of income redistribution or other liberal/socialist ideas is not compatible with the Protestant Ethic of individual striving. Appropriate articles should be cited, e.g., Halberstam.

4. Economy - (4 points) This is the most obvious application of the "ethic". The student should have related it directly to the rise of capitalism and dominated the outcome from
Kolko. Should use schematic presentation given in lecture:
P.E. ⟶ Spir. of Cap. (Weber)
↓ ↑
mastery of indep. → n Ach (McClelland)
meaning

C. (10 points) "Unanticipated consequences" of the ethic are open to debate. The most obvious are:

1. Pursuit of profit
2. Growth for growths sake
3. Rampant Technology
4. Domestic poverty
5. Pollution and Eco catastrophe
6. Death of God theology
7. Extremes of inequality of opportunity

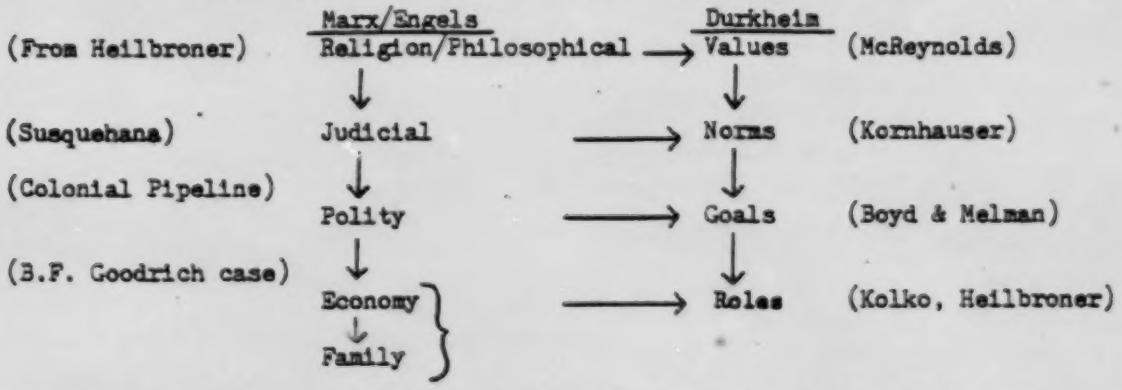
Guideline:

Full credit for any three which are plausible.

Question 2 (40 points) Explain - In The Name of Profit

2. 40 points

A. This answer should form directly on the model presented for use in the analysis. A qualitative description will also be acceptable.



Any combination of sources will be acceptable from Heilbroner or Hult's reader. The student should be able to see that the goals of our age have become what were previously our values. In other words, the values of the Protestant ethic designed to bring salvation and virtue to mankind have been replaced by worldly material concerns of growth, efficiency, profit.

Give 10 points for each well developed institutional "placement" in the process.

NOTE: Please have graded exams back by Monday, May 12.

Prof. Donald D. Landon
Dept. of Sociology
Southwest Missouri State University
Springfield, Missouri 65802

Sociology 150 (Sections A&B)
Introduction to Sociology
Spring Semester 1974
Office: Pummill 2A

COURSE PROSPECTUS & POLICIES

Contents

Course Objective
Learning Components
Readings, Lectures, Group Discussions, SIMSOC Laboratory
General Course Policies
Attendence, Exams, Grading, Cheating, Office Hours
Course Calendar
Reading assignments and discussion labs by week
Information Regarding SIMSOC
Introduction, Schedule, Preparation, Attendance, Grading, When you Play the Game
Orientation and Information Sheet for Discussion Labs
General Objective, General Procedure, Specific Operation
Discussion Lab Assignments
Included here are seven of the eleven discussion lab assignments used by Prof. Landon in his course.

I. COURSE OBJECTIVE

Sociology 150 is an introduction to sociology. It is intended to orient the student to the general principles and processes of human interaction and provide him with a beginning understanding of the unique sociological perspective on human behavior. The course is foundational for further work in the discipline.

II. LEARNING COMPONENTS

Four distinct learning processes are structured into the course.

A. Readings

The required text for the course is Horton and Hunt, Sociology (Third Edition). An optional "Study Guide and Source Book" is available in the University Bookstore which may help the student evaluate his progress in mastering textual content. The "Study Guide" is not required.

Reading assignments will be made weekly from the text. Consult the course calendar for specific information.

B. Lectures

Two lectures will be given each week by the instructor. Lecture sections will meet on Monday and Friday. While the lectures will touch on issues raised by the text, they will essentially be new and supplementary material.

C. Group Discussions

Beginning the third week of the course (February 4-8) the Discussion Sections will begin meeting in Pummill Hall 103. Each student is scheduled to meet one period on either Tuesday, Wednesday, or Thursday each week. During this period students will be in groups of four discussing issues rising out of the reading assignment for that week. A general quiz over the assigned readings will be given during each discussion period. Participation in the discussion groups will be evaluated each period. A student can earn a maximum of 20 points each week in the discussion section. A more detailed description of the procedure can be found beginning page 7 of this syllabus.

D. SIMSOC Laboratory (optional for extra credit, 30 points)

For those students who wish to earn extra credit (30 points) and enhance their total learning in SOC 150, a twelve hour laboratory session in which the simulation game SIMSOC is played is available. Playing SIMSOC will give the student experience in constructing a society and striving to achieve personal goals through interaction with other persons and groups. Principles, processes and patterns discussed in textual readings will be experienced first-hand in the simulation setting.

The game will be played at various time during the semester (see the course calendar). Usually a game will begin on Friday evening and end Saturday afternoon, or begin Saturday evening and end Sunday afternoon. Students choosing to play SIMSOC will be required to buy a SIMSOC Participant's Manual and pass a qualifying exam indicating their familiarity with game rules before they will be allowed to play.

Further information about SIMSOC can be found on page 5 of this syllabus.

III. GENERAL COURSE POLICIES

A. Attendance

1. Attendance at lecture sessions is necessary for successfully completing the course. Lecture material will be supplementary to the text and examinations will lay heavy emphasis on the content of lectures.

2. Attendance at discussion groups is crucial for your passing the course. You are in a position to earn a maximum of 20 pts. during each session which will amount to about 1/3 of your total grade. There will be eleven scheduled discussion sessions. Your top ten scores will be counted which means you could only miss one scheduled discussion during the semester without penalty. Discussion sessions cannot be made up.

B. Exams

1. Quizzes will be given weekly in the discussion sessions. Missed quizzes cannot be made up.

2. Three exams and a final will be given in the course. See the course calendar for the schedule. No make-up exams will be given. In the event you miss an exam, you will be given the equivalent number of points you score on the final test. For example, if the exam you missed was worth 100 pts., and you scored 70 out of 100 pts. on the final, you would receive 70 pts. for the exam missed. The final will be comprehensive. All exams must be taken in pencil. Ten points will be deducted from exams taken in pen and requiring hand scoring.

3. All exams will be objective (true-false, multiple choice, matching, etc.). Grades will be posted outside the Proctor's Office, PH 205. TESTS can be reviewed with the instructor in specially scheduled sessions or by appointment.

C. Grading

Grading will be done on the basis of the total number of points accumulated on exams and on quizzes and discussions in the discussion groups, plus the extra credit option, if you choose it. The three hour exams will be worth 100 pts. each; the final will be worth 200; discussion group points could total 200, making a total of 700 points possible in the course.

D. Cheating

Any student cheating on an exam or quiz is subject to an "F" for the course.

Intro # 2, p. 2

Course Calendar

Sociology 150 Introduction to Sociology

Sections A, B
Lecturer: Mr. D. Landon
Spring Semester, 1974

Office: Pummill Hall 2A
Telephone: Ext. 617 or 265
Office hours:
Monday 10, 3
Tuesday 8
Wednesday 4
Thursday 3 & by appointment

Reading Assignments

All reading assignments are taken from the required text, Sociology, Horton and Hunt, 3rd Edition. An optional "Study Guide and Source Book" is also available in the Bookstore which may be of help to the student in evaluating his grasp of the reading assignments. The "Study Guide" is not required, but it is recommended.

As a rule of thumb a student should plan to spend at least two hours outside of class for every hour in class. Thus six hours a week in reading, preparing discussion group assignments, reviewing lecture notes, etc., should prepare a student adequately for exams. Note that there is a difference between reading the assigned material and studying it. Your grasp of the material will depend upon how thoroughly you study the assigned chapters.

Week	Reading Assignment	Discussion Lab Meeting
January 21-25	Ch. 1 Science and the Search for Truth	No
January 28-February 1	Ch. 2 Fields and Methods of Sociology	No
February 4-8	Ch. 3 The Structure of Culture Ch. 4 The Evolution of Culture	Yes
February 11-15	Ch. 5 Personality & Socialization 1st Hour Exam. Friday, February 15.	Yes
February 19-22	Ch. 6 Role and Status (Note: No Monday lecture)	Yes
February 25-March 1	Ch. 7 Social Control & Deviation Ch. 8 Social Groups	Yes
March 4-8	Ch. 9 Social Institutions	Yes
March 11-15	Ch. 10 The Family 2nd Hour Exam. Friday, March 15. (No-penalty drop deadline, March 18) SIMSOC Qualifying Exam to be given on Friday, March 15 also.	Yes
March 18-22	Ch. 12 Social Class Ch. 13 Social Mobility SIMSOC Game Scheduled March 22-23	Yes

Intro # 2, p. 3

March 25-29	Ch. 14 Social Processes Ch. 15 Social Power SIMSOC Game Scheduled March 29-30	Yes
April 1-April 5	Ch. 16 Race and Ethnic Relations 3rd Hour Exam, Friday, April 5	Yes
	(SPRING BREAK, April 6-16)	
April 16-19	Ch. 18 Population (Note: Monday classes meet on Thursday.)	No, Research Assignment
April 22-26	Ch. 19 The Community in Mass Society SIMSOC Game Scheduled for April 26-27	Yes
April 29-May 3	Ch. 20 Social and Cultural Change Ch. 21 Social Movements	Yes
May 6-May 10	Review Final Exam on Friday, May 10.	No

Terminal period: Review final test.
Section A--Tuesday, May 14, 7:30
Section B--Tuesday, May 14, 12:30

SOC 150, Sections A & B
INFORMATION REGARDING SIMSOC
Spring 1974

Introduction:

SIMSOC is a scientifically designed game structured to simulate crucial processes of life in society. For the SOC 150 student it provides an unusual opportunity to observe society in action and participate in the processes which shape the destinies of individuals, groups and whole social orders. While participation in the game is optional for extra credit, it is hoped that most SOC 150 students will take advantage of the opportunity to experience scientific gamingas an educational technique.

SIMSOC requires approximately 12 hours to play. Participants set up and operate a society of their own. They hire and fire, buy and sell, govern and are governed, agonize over tensions between public and private values. They face the problem of controlling behavior--their own and others.

SIMSOC, while a serious educational experience, is enjoyable to play. Much can be learned about how the real society operates from observing how the simulated operates. Each student is urged to go into the game with the intention of learning all that he can about the interrelationships among the various components parts of the society; to ask such questions as how leadership is legitimated, how power operates, how public decisions are made, when minority groups are discriminated against, etc.

Schedule:

SIMSOC games have been tentatively scheduled for the following times:

1. Friday night - Saturday, March 22, 23
2. Friday night - Saturday, March 29, 30
3. Friday night - Saturday, April 26, 27

Intro # 2, p. 4

Sign-up sheets are posted in the Proctors' office, 205 Pummill Hall. Up to 45 can sign up for each game. Dates, times, and meeting place are noted on the sign-up rosters. When signing up each student should indicate which of the SIMSOC basic groups he prefers being a part of (see pp. 7-18 of the SIMSOC Participants Manual).

Preparation:
Careful study of pp. 1-31 of the SIMSOC Participant's Manual is required. It can be purchased in the bookstore. Each participant must have the rules of the game clearly in mind prior to the beginning of play. In addition, study of the articles contained in pp. 37-132 is recommended. These articles discuss a variety of the processes which are involved in SIMSOC, and will greatly increase the participants' capacity to learn from the game.

Each participant will be required to pass a test over pp. 1-31 of the manual before being allowed to play the game. The test, measuring familiarity with the rules of the game, will be administered on Friday, March 15, and will consist of twenty objective questions. A score of fifteen or more will be necessary in order to qualify to play the game.

Attendance:
Each student is expected to attend all sessions of the game for which he signs up. In case of sickness or other valid, unavoidable reasons for missing a session, he should notify the leader of the game or Mr. Landon or his proctor in advance.

Grading:
Extra credit will be given each student who successfully completes the game. Successfully completing the game includes:

(1) Being present and participating in each session of the game.
(2) Completing and handing in the game assessment form which will be distributed at the end of the game. The completed form should be returned to Room 205, Pummill Hall not later than one week after the game.

When You Play the Game:
Please arrive on time. Always bring your SIMSOC Manual (you will need it). Bring a pencil or pen.

ORIENTATION AND INFORMATION SHEET
SOCIOLOGY 150, DISCUSSION LAB

Mr. Don Landon
Sections L1 - L15

Spring Semester 1974

I. General Objective

Involvement is the key to learning. Introductory sociology stresses the learning of concepts and ideas which expose the patterns and intricacies of human interaction. Gaining the sociological perspective on human behavior presumes an in-depth involvement with the basic concepts and ideas. Readings and lectures contribute to this end, but ultimately the student must work with the concepts and ideas on his own if he is to master them. Thus, each week each student will be involved in a small group discussion where key concepts and ideas will be used as analytic tools. The process of applying the ideas and concepts to contemporary social issues should lead to a broader understanding of the sociological perspective.

Intro # 2, p. 5

36

II. General Procedure

Eleven times during the semester, students will meet for small group discussions in room 103, Pummill Hall. Consult the course calendar for the specific schedule.

Approximately 40 students will be in each discussion section and will meet for a full 50 minute class period. The group will be broken down into smaller discussion groups of four students each seated around a card table. Each of the four students will be given a letter, A, B, C, or D, designating which discussion problem he will provide initial input on. Each student, while providing initial input for one problem, will be expected to be ready to discuss all four assigned problems.

The discussion problems and background reading assignments for each week the discussion labs meet are included in the following pages. The discussion problems will be based on key concepts or ideas in the assigned reading. Each student will be generally responsible for the entire reading assignment and specifically responsible for leading the discussion on the problem corresponding with the letter he was assigned at the beginning of the course. He will also be expected to be sufficiently familiar with the other discussion problems so that he can contribute meaningfully to their discussion.

III. Specific Operation

Upon entering the classroom each week, each student will draw a card from the box corresponding to the letter (A, B, C, or D) he has been assigned. The number on the card will indicate which card table he will sit at during that discussion period. This random method of seating should assure that students will have different discussion partners each week.

The class will open with a 5-8 minute quiz over the readings assigned for that discussion session. The quiz will be comprised of objective type questions (true-false, multiple choice, completion, etc.) and will be graded with the grades posted during the discussion period. Quizzes will ordinarily be worth 10 points.

Upon completion of the quiz, the small-group discussions will begin at each table. Student "A" will begin by giving a 2 to 3 minute statement on problem "A" followed by 5 minutes of general discussion of the issue by the other members of the group. Then student "B" will discuss problem "B" for 2 or 3 minutes followed again by a general discussion by the group for 5 minutes. This procedure will be followed until all 4 problems have been discussed.

For a 4 person table each student will be given 11 points to distribute to his three colleagues for their initial input to the problem. The maximum number of points which can be given to any participant is 5. Each student must evaluate the contribution of his colleagues in a comparative way and distribute the 11 points accordingly. Each student will also have 11 points to distribute for the contribution each of his colleagues makes to the general discussion. Again he will need to consider each contribution in relation to the others. The maximum number of points he can award one student again is 5. Since each student will be evaluated by three people, the leader of the discussion session will average the points awarded. It is conceivable that a student who makes an excellent initial input to the problem he opens up and makes valuable contributions to the general discussion of the other 3 problems could earn 10 points.

(In those instances where there are 5 at a table, 15 points will be distributed. Where there are only 3, 8 points will be distributed.)

Intr. # 2, p. 6

Criteria for evaluation of a student's participation in the discussion include (1) evidence of understanding the issue or concept being discussed, (2) contribution to the overall understanding of the group, (3) willingness to carry responsibility for the overall success of the discussion, (4) evidence of creative and responsible sociological thinking on the issue.

The points earned in the discussion sessions will be added to quiz and text scores and will contribute to the overall grade for the course. If you miss a discussion session it cannot be made up. A total of 11 discussion sessions are scheduled. Your ten highest scores will be used in computing your final score. This allows one absence (or poor performance) without penalty.

Sociology 150, Section A & B

Discussion Lab Assignments
* * * * * * * * * * * * * * * * * * * *

Discussion Lab Assignment #1
Week of February 4-8

Reading Assignment: Ch. 3 Structure of Culture
Ch. 4 Evolution of Culture

Basic Concepts to be Mastered:

Material Culture
Non-material Culture
Symbolic Communication
Cultural Base
Statistical Norm
Cultural Norm
Folkways
Mores
Institutions
Sub-culture
Cultural Integration
Ethnocentrism
Cultural Relativism
Counterculture
Social Darwinism
Conflict Theory of Change
Functionalist Theory of Change

Discussion Problems

Your discussion lab coordinator will explain discussion procedures during the lab hour this week. Thus, there will be a 20 point quiz over the assigned reading this week in the discussion lab. It will be an objective type test (true-false, multiple choice, completion, etc.)

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Discussion Lab Assignment #2
Week of February 11-15

Reading Assignment: Horton & Hunt, Ch. 5 Personality and Socialization

Basic Concepts to be Mastered:

Role taking
Role playing
Personality
Modal personality
Socialization
Reference Group
significant others
looking glass self
generalized others
identity
self-image
Id, ego, superego

Discussion Problems

A. Suppose you were to find yourself among a group of people who were talking about personality differences among individuals. One member of the group asserts that "personality is simply the maturing and unfolding of inherited tendencies." As a sociologist, how would you respond to this assertion? What kind of evidence would you cite to defend your position? Again, as a Sociologist, how would you

explain differences in personality in children raised in the same home by the same parents?

B. Using Cooley's concept of 'the looking-glass self," explain the process by which the "self" is developed. In what sense is it true that the "self" is a social product? What insight does Cooley's idea give to the process by which minority groups are controlled by the majority group in a society? What evidence can you cite that Black Americans understand Cooley's principle of "the looking-glass self?"

C. Discuss the role games play in the development of the self. Why would an "actors' workshop" (p. 97) be an appropriate therapy for delinquents? What assumptions does such treatment make about the causes of delinquency? Do you agree with the assumptions? Why?

D. State briefly the contrasting positions of Freud and Mead or Cooley about self and society. Which viewpoint seems to explain the most to you? What are the weaknesses of the other views?

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Discussion Lab Assignment #3
Week of February 19-22

Reading Assignment: Horton & Hunt, Ch. 6 Role and Status

Concepts to be Mastered:

Achieved Status	Status Inconsistency
Ascribed Status	Role Set
Role	Role Distance
Role Conflict	Role Strain
Rite of Passage	Role Conflict
Rationalization	Compartmentalization
Adjudication	

Research Paper Assignment: (Due in discussion lab this week. Paper should be typed or legibly written in proper style.)

Community Research: Children's Toys, Community Values & Social Roles

Culture can be seen as "those solutions to basic problems accumulated by a society and passed along to the young." These "solutions" can be passed along through the socialization process. In this process, children and adults are initiated into the statuses and roles that characterize the society. They are taught the appropriate behavior which corresponds with each of the positions, the norms and values and beliefs of the society. In American society children are socialized by their parents, schools, and peers. In early childhood, toys can be viewed as very effective tools of socialization. Toys suggest the statuses that are available in the society. Children can be socialized into anticipatory roles by imitating others. Little girls are given toy stoves, dishes, baby dolls to prepare them for the role of mother and wife, while boys are given toy cars, trucks and tools to prepare them for male roles. Toys can also give insight

into the values of a society. Before and during the early stages of the Vietnam War, many guns and war toys were offered for sale in toy departments. As support for the war declined, so did the number of guns and war toys on the shelves in toy departments.

In this research task you are asked to go to a local store which has a large toy department such as Sears, Wards, Heers, Venture, Penny's, K-Mart, Dillards, etc. and observe the toys which are offered for sale. Observe and record the statuses and roles represented in the toys. Note the extent to which the toys are divided into girl and boy toys, if at all.

Write a report including the following information and any ideas of your own that occur to you while you are doing the exercise.

1. Where did you do the observing?

2. What roles in society are defined by the toys? Are they represented in any way that defines who should be in the roles?

3. What norms of our society are reinforced by the toys?

4. Can you see any changing attitudes about men and women roles presented by the toys?

5. Pay special attention to the games. What values are most strongly emphasized in the games?

Have your report ready to turn in at the beginning of your discussion lab this week.

Discussion Problems

A. On the basis of your community research on toys, what generalizations would you make about the roles that are represented in toys? Can they be classified in any way? What kinds of roles seem excluded?

B. On the basis of your research on toys, what social norms are particularly reinforced? (Review in Horton & Hunt the discussion of cultural Norms) Do you see any evidence of changing norms, for example, in feminine roles?

C. In observing children's games, what values appeared to be most strongly reinforced? If values represent the goals of a society, what goals appear to be of primary importance in American society? How are such goals related to the energy crisis and environmental problems?

D. Suppose you were given the task of designing toys which would cultivate a more cooperative than competitive ethic. What kinds of toys would you develop? How influential do you think children's toys are in shaping their behavior?

* *

Discussion Lab Assignment #4
Week of February 25-March 1

Reading Assignment: Horton and Hunt, Ch. 7, Social Control
Ch. 8, Social Groups

Concepts to be Mastered:

Socialization
Norm
Primary Group
Secondary Group
Mores
Delinquent sub-culture
Anomie
Culture conflicts
Norms of Evasion
Argot
Self-fulfilling prophecy
Primary deviation
Secondary deviation
Ideal type
In-Group
Out-Group
Social Distance
Gemeinschaft
Gesellschaft
Voluntary associations
Oligarchy
Reference Group
Stereotype
Selective Perception
Selective Interpretation

Discussion Problems

A. If you were to apply Merton's theory of cultural goals and institutional means to Watergate, what analysis of the event could be made? Identify the cultural goals being sought. Identify the institutionalized means provided. Identify the means used and indicate, according to Merton's typology, which mode of adaptation best describes the Watergate affair.

B. Identify some norms of evasion which are a part of university life. Defend one of the following propositions using concrete illustrations from your experience to support your position.
   (1) Norms of evasion are a threat to social stability.
   (2) Norms of evasion are a protection to the stability of a society.

C. Identify a typical "primary group" and a typical "secondary group." Which group exercises the greatest control over its members? Why? What mechanisms of control (sanctions) are used by the secondary group? Suppose you are a manager of the local Zenith plant and wish to gain acceptance among employees for a new policy concerning the lunch hour. With your knowledge of primary and secondary group relations, what strategy might you use to gain acceptance of the new policy most readily?

D. How do the concepts "gemeinschaft" and "gesellschaft" provide an explanatory tool for the emergence of the so-called "counter culture" in our society? Use those concepts to define a common feature that is found in such elements of the counter-culture as communes, drug use, the new sexual morality, the Jesus movement and radical politics.

* *

* *

Discussion Lab Assignment #9
Week of April 1-5

Reading Assignment: Horton & Hunt, Ch. 16 Race and Ethnic Relations

Concepts to be Mastered:

Race	Self-segregation
Segregation	Oppression psychosis
Integration	Nativism
Cultural Pluralism	Ethnic group
Amalgamation	Enacted Change
Submissive Manipulation	Crescive change
Marginal Adaptation	Discrimination
Black Power	Prejudice
Black Separatism	Black Nationalism

Discussion Problems

In place of discussion problems this week, a taped lecture by Professor Vincent Harding will be played in discussion labs. Professor Harding will be lecturing on "Slavery and the Roots of Black Radicalism." Students will be asked to hand in an outline of Professor Harding's lecture at the end of the hour identifying the five elements he specifies as going into the making of a good slave and the five radical responses by the Black community to the slave tradition.

Hand-in Assignment

Reproduced below is a table of arrest statistics for 1970 by race. On the basis of your Sociological knowledge to this point, write a two page (typewritten) interpretation of the data in the table. Offer defensible Sociological explanations of the variable arrest rates for different racial groups. Your paper will be worth a maximum of 10 points, and will be handed in during discussion lab. A quiz over the reading will also be given and be worth 10 points.

Table 14 Total arrests by race, 1970*

Offense charged	Total arrests						
	Total	White	Negro	Indian	Chinese	Japanese	All others
TOTAL	8,257,104	4,313,157	1,888,389	130,981	2,382	3,882	58,113
Criminal homicide:							
(a) Murder and non-negligent manslaughter	11,347	4,303	7,097	76	6		165
(b) Manslaughter by negligence	2,930	2,239	613	25	1	3	50
Forcible rape	14,119	7,200	6,900	103	5	8	143
Robbery	74,484	24,770	48,282	345	34	43	810
Aggravated assault	114,153	59,567	52,323	1,138	67	43	1,015
Burglary—breaking or entering	270,498	174,512	91,305	1,908	102	170	2,501
Larceny—theft	390,660	392,769	186,720	4,167	547	753	5,704
Auto theft	120,082	73,687	43,341	1,203	76	125	1,648
Violent crime	214,903	96,100	114,602	1,862	112	94	2,133
Property crime	981,210	640,968	321,366	7,280	725	1,048	9,853
Subtotal for above offenses	1,119,073	739,306	436,581	9,167	838	1,145	12,036

*5,208 agencies; 1970 population 142,474,000
Source: Uniform Crime Reports—1970, *Federal Bureau of Investigation, U.S. Department of Justice, Washington, D.C. August 31, 1971, p. 131.*

* *

Discussion Lab Assignment #10

Week of April 22-26

Reading Assignment: Horton & Hunt, Ch. 18 Population
Ch. 19 The Community in Mass Society

Concepts to be Mastered:

Human ecology
Internal migration
Life span
Doubling time
Demography
Sex ratio
Fecundity rate
Crude birth rate
Crude death rate
Age-specific rate
Standardized birth rate
Fertility rate
Folk society
Homogeneity
Concentric Zone theory
Sector theory

Multinuclear theory
Invasion and succession
Social distance

Standard Metropolitan
statistical area

Population Research Assignment: Anticipated Family Size in the U.S. in the 1980s.

Each student will be responsible for completing the following research assignment on family size, writing up the results and handing in the report during discussion lab.

Problem to be researched:

"Will the average family size in the U.S. be smaller in the 1980s than it was in the 1960s? And if so, what major factors will contribute to the decision to further control family size?"

Each student will collect the data for the solution of this problem by interviewing at least 10 (ten) SMSU students.

While interview information from 10 students does not constitute an adequate sampling on which to make accurate projections, it will give the student experience in social research, questionnaire construction, and data analysis.

Each student is assigned the task of developing a set of interview questions which will supply sufficient data to answer the problem. On the basis of the interviews he should be able to specify an average family size for the 1960s, and an anticipated average family size for the 1980s. He should be also able to document the major considerations made by the people he interviews in determining optimum family size.

Each student should be prepared to discuss and hand in the interview questions he used, the data he accumulated, the process by which he analyzed the data and the conclusions he reached. These reports will be due during the discussion lab and will be worth 10 points.

Discussion Problems

A. On the basis of the research you did on family size what do you anticipate the norm for family size to be in the 1980s? What implications will this have for family stability? What influence will such family size have on the age ratio of the population in future years and what implications will that have sociologically?

B. On the basis of the research you did on family size, what were the major factors accounting for the desire to control family size? What does this suggest about the value system of our society?

C. How are the personality characteristics of rural and urban people a product of their social and physical conditions of life? What personality characteristics are characteristic of urban people? On balance do you think the movement to urban centers has been a "good" development for man?

D. Do you see any parallels between the placing of American Indians on reservations in the 19th century and the increasing concentration of Black Americans in inner-city areas of large metropolitan areas? To what extent is the image of America as a 'melting pot' accurate?

* *

Discussion Lab Assignment #11
Week of April 29-May 3

Reading Assignment: Horton & Hunt, Ch. 20 Social and Cultural Change
Ch. 21 Social Movements

Concepts to be Mastered:

Social change
Cultural change
Diffusion
Cultural lag
Cross-fertilization
Convergence
Socio-cultural change
Exponential principle
Social disorganization
Personal disorganization
Organization-disorganization-reorganization cycle
Dispersion
Succession
Future shock
Social movement
Cultural drift
Expressive movement
Utopian movement
Reform movement
Revolutfonary movement
Resistance movement
Unrest, excitement, formalization, institutionalization, dissolution stages.
Marginality
Anomie
Relative deprivation
Social isolation

Research Assignment: To be handed in during discussion lab.

Social Change and Illness

Alvin Toffler has suggested that humans have a limited ability to adapt to change and that when confronted with rapid and pervasive change they are likely to experience adaptive breakdowns--"future shock" as he calls it.

Researchers at the University of Washington (Dr. T.H. Holmes and R.H. Rahe) have done research on the relation of change to illness. They have devised a scale which measures the cost of various kinds of change in terms of "life-crisis units." Their research has suggested that type of change and attitude toward change are not important variables. Rather, the important variable is the amount of change a person has to cope with in say a two-year period.

Their research indicates that the correlation between accumulated "life-crisis units" and illness is as follows:

In a two-year period
0-150 LCU's--------No significant illness
150-199 LCU's--------33% chance of illness
200-299 LCU's--------50% chance of illness
300 or over LCU's----80% chance of illness

The theory behind their research suggests that any change we experience requires adaptation which is stressful. If the society or group one belongs to experiences a great deal of change in a short period which require many adjustments in life style or pattern, the likelihood of illness is increased. Thus the hypothesis is made that change (personal or social) that affects your life style and is experienced in large quantities can lead to illness.

In this research exercise, you are to check the life crises you may have had in the last two years (see the scale below) and any recent illness you may have had. Then interview 10 other people, have them check the life crisis they have experienced in the last two years, and report any recent illness. Try to interview people in different age groups and different social strata if possible.

Then score each individual interviewed by Dr. Holmes ranking scale and see if you have support for the hypothesis that certain amounts of change can cause illness. Write up your findings. Did the data support the hypothesis for some age groups more than others? for men more often than women? for some social strata more often that others?

Social Readjustment Rating Scale

Rank	Life Event	Life Crisis Units
1	Death of Spouse	100
2	Divorce	73
3	Marital separation	65
4	Jail term	63
5	Death of close family member	63
6	Personal injury or illness	53
7	Marriage	50
8	Fired at work	47
9	Marital reconciliation	45
10	Retirement	45
11	Change in health of family member	44
12	Pregnancy	40
13	Sex difficulties	39
14	Gain of new family member	39
15	Business readjustment	39
16	Change in financial state	38
17	Death of close friend	37
18	Change to different line of work	36
19	Change in number of arguments with spouse	35
20	Mortgage over $10,000	31
21	Foreclosure of mortgage or loan	30
22	Change in responsibilities at work	29
23	Son or daughter leaving home	29
24	Trouble with in-laws	29
25	Outstanding personal achievement	28
26	Wife begins or stops work	26
27	Begin or end school	26
28	Change in living conditions	25
29	Revision of personal habits	24
30	Trouble with boss	23
31	Change in work hours or conditions	20
32	Change in residence	20
33	Change in school	20
34	Change in recreation	19
35	Change in church activities	19
36	Change in social activities	18

37	Mortgage or loan less than $10,000	17
38	Change in sleeping habits	16
39	Change in number of family get-togethers	15
40	Change in eating habits	15
41	Vacation	13
42	Christmas	12
43	Minor violations of the law	11

Adapted with permission from "Social Readjustment Rating Scale" by T.H. Holmes and R. H. Rahe, Journal of Psychosomatic Research, 1967.

HOW TO USE: Add up value of Life Crisis Units for Life Events experienced in two-year period.
0-150--No significant problems
150-199--Mild life crisis (33 percent change of illness)
200-299--Moderate life crisis (50 percent chance of illness)
300 or over--Major life crisis (80 percent chance of illness)

A quiz over the readings will be worth 10 points. Your research paper will be worth 10 points. There will be no discussion problems assigned. A large group discussion directed by the lab coordinator will draw upon your research findings.

Prof. Sharon McPherron
Department of Sociology
St. Louis Community College
at Florissant Valley
St. Louis, Missouri 63135

68.100.10
Introduction to Sociology
Spring, 1977
T,Th, 11:00 - 12:15 SS 101

To the Student

This syllabus is different from many others. It's longer than some, more detailed than others. But, most importantly, it is designed to help you successfully pass the course.

Because each semester a substantial number of students in Introduction to Sociology are enrolled in their first college course or are reentering college or school after a long absence from the classroom, they have little idea of what is going to happen in the college classroom or what is expected of them in a college course. Because this is the case, I have tried to state as clearly as possible in this syllabus both what you should expect of me and what I expect of you.

In the following pages there are a great many suggestions to you, but, the most crucial of all is, get help as soon as you think you need it, don't wait until the night before the tests, the week before the end of the semester. If you need help, come see me. Bring your textbook, your note book, your assignment sheets, your corrected test with you.

Don't start the course worried. As you thumb through the syllabus and skim the text, you shouldn't expect to understand everything. In a few weeks repeat the process. See if by then peices are beginning to fall into place. But, if by the fourth week, you still feel "at sea", don't wait a minute longer; get help. Don't construe this to mean you have to wait for weeks for help, but do construe it to mean that you should try to find a balance between being relaxed and being worried. Too much of either is a bad thing.

CONTENTS

Office hours .....p. 2
Attendance
Textbooks
Tests .....p. 3
Guidelines for Essay Portions.....p. 4
of Test
Types of Essay Questions
Criteria for Grading Essay Portion..p. 5
of test
Written Assignments .....p. 6
Grades
Withdrawals
Reading Notes .....p. 7
The Role of Lectures and Text
in a College Course
Teaching and Learning .....p. 8
Some Things Teachers Expect
from College Students.....p. 9
What You Should Include in Your
Reading Notes .....p. 10
Reading Hints .....p. 12
Some General Comments About
Learning & Studying .....p. 13
Course Objectives: Educational and
Sociological.....p. 14
Course Format.....p. 17
Reading Assignments .....p. 17

Sample Written Assignments..... pp. 19-25

Spring, 1977
Introduction to Sociology
88.100.10
T.Th 11:00 - 12:15 SS101

Instructor: Sharon McPherron

Office Hours: My office is SS-128 which is in this building. The office telephone number is 595-4412. Formal office hours are M,W,F, 9:00 - 3:00; T,TH 1:00 - 7:00 p.m. In addition to formal office hours, you are welcome to drop in anytime I am in the office. But if you are coming from off-campus or making a special trip, please call before you come or make an appointment the day before. Often regular office hours are interrupted by meetings, conferences, and off-campus business and I want to be here when you come.

The Social Science Division office is open Monday thru Thursday 8:00 a.m. to 9:00 p.m. and Friday 8:00 a.m. to 4:30 p.m. You may leave messages or papers with the secretaries any time during these hours.

Attendance

Attendance is not required. For a statement of JCD policy see the Student Handbook. However, you are responsible for information covered in class that may not be in the text and for announcements of tests and assignments. You should check with other students when you have missed and then check with me. However, an attendance sheet will be passed around the class each session. If you are absent more than four times, have given no excuse, have maintained no contact with me, you will be withdrawn from the course. If you fail to take an examination and also fail to make arrangements immediately to take the make up examination, you will be withdrawn.

Incomplete grades are possible and you should consider an Incomplete grade before you withdraw. Please discuss withdrawal versus an incomplete grade with me.

I think class attendence is important in order to do well on tests and complete written assignments. Particularly during the latter portions of the course, you will find the reading more difficult and I will spend a great deal of class time explaining the reading and helping you understand it.

If I am unable to meet class for any reason, there will be a notice posted on the door. If class is cancelled for weather or any other reason, papers due that class period are due the next and if a test was scheduled for the cancelled period it will be given the following period. But if a test was planned for the class period after the cancelled session, the test will be postponed one class period.

Textbook

There will be three texts for the course:

1. Putting Sociology to Work, ed. Arthur Shostak
2. Humanity and Modern Social Thought, R.P. Cuzzort
3. The Origins of Scientific Sociology, John Madge

All three are paperbacks.
All three should be purchased as quickly as possible.

Tests

You will be tested on both material from the lectures and material in the text. It will be impossible to cover every reading and lecture with a test question, but questions will deal with both main points and minor points. The inclusion or exclusion or an idea or sociologist should not be interpreted as if that idea is more important or less important, but merely it did or did not lend itself well to the construction of a question.

Both good lecture notes and careful reading will be necessary to do well on tests. Reliance on lecture alone will not give you enough detail. Reading alone will not place the material in perspective.

Prior to each test you will receive a set of study questions for each book. Some of these questions will appear on the tests. You will also receive sample copies of old tests.

Each test will have two parts; objective and essay. Objective questions may include matching, completion, multiple choice, true - false (accompanied by a statement of reason), or short answer. They will test comprehension of lectures and reading and will ask you to recall material.

Essay questions will ask you to write one to three or four paragraphs explaining, giving examples, discussion, or comparing and contrasting. Often a single essay question will require you to combine material from lectures and several readings.

Fifty percent of the possible points for each test will be objective and the remaining fifty percent essay.

There will be two tests, one given at mid - semester and a second at the conclusion of the semester. The first test will be given in two parts; Part I, Objective, Tuesday, March 1, and Part II, Essay, Thursday, March 3. The second test will be given at the time announced in the final examination schedule.

The rationale for dividing the first test into two parts, objective and essay, is to insure ample time for writing the test.

All tests will be open notebook tests. That is, you may refer to your notebook which may and should include reading notes as well as class notes. Do not bring textbooks to test sessions. Any material given to you as "hand -outs" in class may be included in your notes.

Both tests will cover reading assignments and lectures prior to the test date only. That means the second test, even though it is given during the final period, is not really a final, but a test over the second eight weeks work and assignments.

Intro # 3, p. 3

Guidelines for Essay Portion of Test

The following are guidelines for writing an essay.

1. The essay test should reflect a reasonable standard of writing; that is sentences, paragraphs, decent spelling. You will not lose credit because of poor spelling or bad sentences and paragraph construction. But remember, poor spelling, disjoined sentences, and poor paragraphs blur meaning. When the meaning is unclear, you lose credit. A good way to check your sentences is to read your answer silently exactly as you wrote it. Then say the sentence to yourself as you want it to sound. Correct your written sentence to read that way.
2. The answer should be complete, that is it should stand alone. A good test of completeness is, could someone who had never taken a sociology course read your answer and understand what you are talking about.

3. Carefully select material to be included in your answer. Too much is as wrong as too little. Ask yourself, does this piece of information address the question, clarify what I have said. A common mistake is to include too many main points and to add two little supporting detail.

4. Answer the question. If the question says "analyze," then analyze, don't describe or discuss.

   Types of essay questions:

   (a) "Discuss". It may ask you to discuss something, or give a statement first and ask you to discuss that. Either way, tell all the important points you know about the item, organized into a meaningful whole, and supply as much specific detail as you know and have time to write to support and illustrate the basic general points you have made.

   (b) "Compare". Give the similarities between two or more things, in as full detail as you can.

   (c) "Contrast". Give the differences between two or more things, in as full detail as you can.

   (d) "Compare and Contrast". Give both similarities and differences, as above.

   (e) "Trace". Take the topic step-by-step in some logical order (e.g. time sequences), describing it in as much detail as you can within the time available.

   (f) "Evaluate". Usually this question will give you a statement containing one or more idea, and then you must give a value judgment regarding its worth. You must also support your evaluation with as much specific data as you can in the time allowed. You may conclude that the ideas in the statement are true, false, or partially true but not wholely so.

   (g) "Defend". Similar to "evaluate", but you must take the ideas given, and argue in favor of them, supporting them as best you can with specific information.

   (h) "Attack". Take the idea given, and argue against it, using as much specific factual data to disprove it as you can.

5. Use sociological terms explicity. If the question asks you to discuss the functions of a particular item, then there should be sentences that begin, "The functions of such and such items are..." If the question ask you to analyze using role, then there should be sentences that begin "A woman's role consists of..."

6. Be specific. Use detail to support your argument. Use examples to illustrate concepts. Try to be original and use your imagination to develop examples. You will not be graded on factual correctness, but how well you support your argument.

7. Organize your answer; that is use some theme to arrange your material. For example, if doing functional analysis, arrange all the latent functions, all the manifest functions, the latent dysfunction, and all the manifest functions in groups. Or if discussing effects of change, discuss change as it applies to each social institution. Place specific points or examples under general points.

8. Length does not always make a complete or correct answer. You can write a full page, but if you describe, when you were asked to analyze, the answer is wrong.

9. You will not lose credit for incorrect facts in question where you have been asked to use general information or your imagination. You will be responsible for the correctness only of information given in class or in the reading. You will be graded on how well you develop and support your answer. For example, if you are asked to discuss zero population growth using functional analysis, you will be graded on how well you use functional analysis, not on the correctness of your information about ZPG.

10. When ask to give an example, you must demonstrate that your example incorporates the elements of what ever you are illustrating. e.g. If you say that FVCC is a bureaucracy, then you must demonstrate that the characteristics which define a bureaucracy are present at FVCC.

<u>Criteria for Grading Essay Portion of Test</u>.

For an A

1. The question is answered, you have analyzed, described, discussed, etc., whatever was required by the question. The argument is essentially correct.
2. The paper is complete, specific, all aspects of the question answered.
3. The paper is well organized, the argument is supported with detail, examples, illustrations, etc.
4. The examples have some originality or depth and are elaborated to some degreee.

For a B or C paper

1. The question is answered, and is essentially correct.
2. The paper is less than complete, some aspects of the question are not answered, the answer is general.
3. The organization is poor, needs more detail.
4. The examples lack detail and originality.

For a D paper

1. The question is partially answered and partially correct
2. The paper is incomplete and general
3. There is little or no supporting material.

Intro # 3, p. 5

For an F paper

1. The question is not answered or is essentially wrong.
2. The paper is not complete.
3. The paper has no organization, no supporting material.

Written Assignments

In addition to the tests, you will be ask to complete twelve written assignments. The written assignments require either the completion of two pages of questions or writing a summary, a page or two in length. They may be completed in any order. Some will only make sense after a particular lecture, but others are general enough to allow completion at anytime. Six of the twelve must be completed and returned to me by mid - semester. The remaining six must be completed by the final class period. They are of two kinds; one which requires that you examine your own experiences as a case study to which you apply sociological concepts, and the second, designed to familarize you with sociological literature, both that literature written for the lay person and by sociologists for other sociologists, and to teach you the preliminary steps in the construction of a term paper.

Grade

Your test will receive both a letter grade and a number grade. Both will be recorded. You must take both test. Each written assignment will be worth 10 points for a total of 120 points for all the written assignments. At the end of the semester, your total will be calculated and a letter grade will be assigned based on your total for all written assignments.

The three grades, one for each of two tests and one for the written assignments will be averaged. If your average is midway between two letter grades, the number grade will be used to determine the final results, e.g. If your average is 2.5 but one test grade missed being a B by a point or two, it will be counted as a B, and you will receive a B rather than a C.

On every test, at least ten percent of the grades will be A. For example, if forty people take the test, at least the top four grade will be A's regardless of how high or low these grades are. If there are a great many good test, the number of A's may be greater, but there will be at least ten percent A grades. This is basically a modified form of a curve.

I will try to return tests within a week of the test date. Written assignments will be returned at intervals.

Final semester grades will be posted. You will be told when and where at a later date. You will also receive all your papers. Again when and where will be announced.

All make up tests will be given on Reading Day.

Semester grades cannot, via official policy be given to you over the phone by secretaries in the Social Science Office.

Reading Notes

You will receive at various time during the semester "handout" labeled reading notes. These are a study aid for you. They are designed to help you read by presenting an overview of the chapters and alerting you to major points. They are designed to help you take reading notes, but they are not a substitute for reading notes and do not generally give enough detail to allow you to successfully answer test questions. Space has purposely been left to allow you to add comments and your own notes.

The Role of Lectures and Text in a College Course

One of the most common complaints made by students when they evaluate an instructor is that the instructor never talked about the textbook in class or that the student couldn't understand how the textbook or other readings related to what was happening in the classroom.

Unlike most high school courses in which the content of the textbook determined the content of the course, and the teacher taught the text, in college courses the textbooks and other readings the lectures and class discussions are equal parts of the course. Rather than a simple relationship of text to class lecture in which the teacher explains the text, the relationship between text and lecture in the college classroom can take many forms. Sometimes the text is seem as general background for more specific lectures, other times the reverse is true, the lectures are general backgound for a more detailed text. Often the lecture illustrates the text, but sometimes the text illustrates the lectures. Often the text is selected as a means of presenting a point of view opposite from that presented in lectures. Sometimes texts deal with total different material than the lectures, but supplement the lectures in someway.

While the textbook is selected by the teacher, the lecture is the creation of the teacher. When a teacher lectures, the teacher is trying to think aloud in front of you and share the process with you. You will rarely have the chance to question a text author, but you do have the chance to question the teacher about the lecture every class period.

During the first third of this course, the lectures will develop a model or set of concepts or vocabulary by which questions about group life can be framed or asked as a sociologist would ask them. The reading for the first six weeks will be general background for the lectures. Many of the topics in the reading will be covered in the lecturers, but the order will be different from the text. During the second six week of the course, the relationship between the lectures and reading will change. The lectures and reading will explain difficult points in the readings and implefy others.

During the final six weeks of the course, the lectures will try to present a general background for reading as a whole and for each chapter. The lectures will try to develop and accentuate common themes that weave together the chapters.

Reading will not take the place of lectures and lectures will not substitute for reading. There will be material in the lectures not found in the reading.

Teaching and Learning

Teaching and learning require the activity participation of both the teacher and the student. The teacher teaches and in doing so, can do more or less to help students learn, but ultimately the students must learn and no one can do it for them. But just as students depend on teachers to teach so that they can learn, teachers dependent upon students to learn so that they can teach. The relationship between teaching and learning and teacher and student is one of mutual dependence.

Teachers have responsibilities that they must and should fulfill with respect to students so that they can learn. All teachers have been students and have some idea of student expectations of teachers. This isn't to say that all teachers remember vividly what being a student means, but there is at least some common experience on which to base and share expectations. Teachers do try to see themselves as students see them.

Very few students have been teachers. This lack of common experience means few students can see themselves as teachers see them. The expectations that teachers have for students are less clear to the student. But none-the-less, it is important that students understand what teachers expect of them.

The responsibilities of the teacher begins before the semester. The student should expect that the teacher prepare for the course by deciding course objectives, selecting topics, developing ideas and arranging them under topics, selecting readings that supplement or expand these topics, preparing lectures, reading and rereading material which will be assigned to students, then reading beyond this material to primary sources from which the readings were prepared. Teachers then prepare syllabi and written assignments.

As the semester begins, teachers continue with daily preparation, reviewing lecture notes, and reading assignments, preparing test questions, grading papers. The teacher should be prepared for each class session with either a lecture or planned discussion. However that doesn't mean that teacher entertains you. The teacher should provide you with a clear statement of objectives for the class session. And the teacher should try to help you take notes by either use of the board or handouts.

On a daily bases, the teacher should be available for help and discussion. The teacher should try to know the student and remember the student's name. Students should expect these things from teachers. Likewise teachers have expectations for students and students should begin to prepare for the course before the semester, prepare for individual class sessions as well as for periodic test.

The following are somethings college teachers expect from college students.

1. Before the semester begins: to give high enough priority to school that arrangements are made to attend most class sessions including the first, to reserve time for studying, and be present for tests.
2. For the first class session; the student should:
   (a) be present
   (b) remember the teacher's name.
   (c) know the title of course, the number of the course and section.
3. For the second class session the student should:
   (a) read the syllabus.
   (b) purchase the books.
   (c) have a notebook or a separte section in the looseleaf notebook for classnotes.
   (d) begin to read the text.
4. During every class session, the student should:
   (a) follow the lecture and discussion, taking notes.
   (b) ask questions, offer additional points, ask for examples, offer or give examples, and for clarification or for repetition of a points.
   (c) respect what other students have to say.
5. Before class students should:
   (a) read a portion of the assignment carefully and completely, from beginning to end.
   (b) give thought to things in the reading which were not understood, marking passages, circling words, underlining. Try to narrow what you didn't understand to key words, or concepts, and then ask about them in class. "I didn't understand it, isn't very helpful to the teacher. The teacher needs to know where to begin.
   (c) use the dictionary to check the meaning of words.
   (d) give thought to the questions you want to ask in class.
   (e) try to relate what you read to experiences you have had and ask, does your own experience illustrate any point in what you read.
6. After a class session students should:
   (a) review, organize, and complete lecture notes. Turn phrases into sentences, abbreviation into words while you can still remember what was said in class.
   (b) reread portions of the reading assignment and take reading notes.
   (c) try to think about the material in your notes. Try to find examples, try to relate what was said in lecture to the text or other things that you have read, talk about the material to someone else.
7. Before a test read the material again.
   (a) complete your reading notes.
   (b) review class notes.
   (c) try to develop examples of important ideas.
   (d) try to state important definition or passages in your own words.
   (e) review the study questions and write or outline some answers.
   (f) review the suggestions for essay test in the syllabus.
   (g) organize your notebook.

In addition to specific preparation for this course or any courses, there are some general things that a student should do as a student.

1. Find out what your reading skills are and if they are below what is necessary for successful college work, plan some program of improvement. The reading lab, housed in the communications building is always ready to test and help you design reading improvement programs. Reading, like any other skill, can be improved by practice. Read a news magazine, a newspaper, a hobby magazine on a regular basis. Read novels for enjoyment. Select material that challenges your vocabulary. Find out if your writing skills are adequate for college. The writing lab, also in the Communication Building, offers similar services to the Reading lab.
2. Write letters to friends, keep a journal or dairy, write until writing is as natural as talking.
3. Keep yourself decently informed about the state of the world, listen to the news, watch television specials on particular problems or historical events. Try channel nine occasionally. Many channel nine programs were originally prepared for commercial television. Read the newspaper daily.
4. How much time should be prepared to spend on this course? Each written assignment should take from one to two hours to complete and there are 12. Some can be done at home, but a few require that you use the library. You should plan six to eight hours a week for reading, note taking, and study.

<u>What should you include in your reading notes</u>

First, your notes will vary from book to book, as the content and organization of the book will effect your notes. But regardless of what book you are reading, the following are some useful suggestions.

1. Use the heading in the book as a guide. Every heading should appear in your notes with at least a sentence or two summary. For example, the headings in the first chapter of <u>What is Sociology</u> actual provide you with an outline for your notes for that chapter.

I. The subject Matter of Sociology
   A. Three Paths to a Definition
      1. What the Founding Fathers Said
         a. Auguste Comte
         b. Herbet Spencer
         c. Emile Durkheim
         d. Max Weber
      2. What Sociologists Do
         a. sociological textbooks
         b. sociologist define their field of competence
         c. the test of elite preference
         d. fields of Sociological concern
      3. What Reason Suggest
         a. Sociology as the study of Society
         b. Sociology as the study of Institutions
         c. Sociology as the study of social relationships

Likewise the second book has a heading for almost every major point. The third book is written more subtly. In that you need to use the topic sentences of paragraphs as guided to the introduction of new and major points.

2. How much material should you have in your notes or how detailed should your notes be? This is the most difficult question to answer because it varies with each person. It is a matter of making judgement and something that you learn with time and experience. But these two criteria should help. First can you recall the discussion or recontruct what the text said from the phrases or sentences you have in your notes. Secondly, if the author supports his point with a relative long list of data, select enough to give a sample of how the point was documented. An example from chapter 4 The Origins of Scientific Sociology best illustrates this point. Madge list a great many books prepared by sociologists at the University of Chicago. His purpose is to give you a sense of the sociology produced by the Chicago school. You need enough in your notes to suggest that so you might list three exact titles and full names of authors and then just jot topics for others.
3. Anything that appears in italics should be included. Italics are used by printers in peace of underlining, so when the author underlined, the printer translated it to italics. The author meant to attract your attention to that sentence or word as important.
4. Include any specific definition made in the text. A good clue is to watch for sentences that begin with "so and so is so and so." The use of the verb "is" is your clue that something is being defined. Often the term or word being defined is also in italics.
5. Include any thing the text specifically numbers or list. The second text, Humanity and Modern Social Thought uses this devise frequently. For example in chapter 3, on Max Weber, Cuzzort lists nine characteristics of a bureaucracy, in chapter 7, on Pitirim Sorokin, he list thirteen cultural forecast made by Sorokin, and in chapter 8 on C. Wright Mills, he list eleven elements of Mills "crackpot realism."
6. When the text presents a graph or table, inclue in your notes: the title of the table, the highest and lowest number (range), and the general trend - are the number increasing holding stead, decreasing? Include the conclusion the author drew from the data. If dates are part of the graph or charts include these.

   For example, a table appears on page 76 of What is Sociology your notes for that table might look like this, "Values in child - rearing by country and Socio-economic states, using four countries, Australia, Denmark, Japan, Netherlands. Devided socio-econ, into 3, upper, middle, lower. Largest percent in any country, in any class selecting a particular value, 64%, lowest 1% or less. Within each country difference between countries some values very similiar, every one ranked "decency; honesty "high, no other value so consistant between countries, author concluded that here are some "pan-human values" that's how agreement in all cultures."
7. Try to minimize verbatim copying of the author words into your notes. In your notes, try to translate the author into your own words.

8. Should you inclue names, dates, and statistics? The answer is yes. Names are used in sociology (and in social science) as a shorthand, a way of reducing the number of words necessary to convey an idea. For example, if someone would say to you, "that particular author's approach to deviant behavior is similiar to Howard Becker's," that comparison would make unnecessary several pages of explanation. Certain dates are landmark or watersheds. They need not be remember to the year, but the decade or place in the century should be remember. For example, the first department of sociology in the U.S. was founded at the University of Chicago in 1892. It would be sufficient for you to remember that the first department of sociology in the U.S. was founded at the turn of the century or about 1900.
Certain statistics are key figures in evaluating other information. Examples of such figures are the population and birth rate for the U.S., the annual average family or per capita income for the U.S. the lowest and highest percentage of unemployment in the U.S., history. For example, if you read that unemployment among inner city black males, age fourteen to twenty four is eighteen percent, the figure means nothing or little to you unless you know that the lowest general percent of unemployment in the U.S. is about three percent and that seven percent is a post depression record high.

9. When the author of a text cites a study or gives a long detailed example, be sure you understand what point the author is illustrating with the example.

10. Specifically when reading <u>The Origins of Scientific Sociology</u>, reading notes should include:
    (a) Names of major researchers
    (b) titles of major publications
    (c) approximate time period
    (d) a statement of the question the researchers were addressing
    (e) a description of their data collection method
    (f) major conceptual or theoretical material used by the researchers or others to explain their results.
    (g) their contributions to the growth of the scientific method in Sociology.

<u>Reading Hints</u>

1. The first rule is begin to read immediately, don't postpone.
2. Secondly, realize that reading a text is different from reading a newspaper, magazine, a novel. These are written to give information quickly and at a glance and to entertain. A textbook is designed to instruct, to develop a position, and to support that position. It demands far more from its reader than newspapers, magazines and novels. While newspaper, magazines, and novels are intended to be read only once <u>the author of a text expects that several reading will be required to understand the material</u>. So allow enough time to read the material several times.

Intro # 3, p. 12.

One strategy is to quickly read the material to grasp the general organization and major points, then to carefully read a second time, making reading notes, and then reread quickly one more time immediately before the test. The third time you should be able to quickly read some passages, and concentrate on the more difficult passages.

3. Keep reading; even if you reach a passage or even pages that you don't understand. At least read the words. You will find that while you may not understand one point, the next point may be considerable easier and you may understand quite well.
4. Make a reading schedule and don't deviant from it. Set a date to complete your first reading, second, and third. Schedule yourself for only a few pages at anyone session. When you lose your concentration, stop, do something else, and then return to reading. If you try to read all of the reading at one long sitting, only confusion will result from a tired and overworked brian.
5. Underline and circle words. Mark in the margin. All of these books are paperback and the bookstore will not penalize you for underlining or marking in the book provided the book is in otherwise good condition.
6. Use the dictionary. In addition Humanity and Modern Social Thought has a good glossary that should be checked regulary.

Some General Comments About Learning and Studying, Active versus Passive Study

Learning is an active process. That is the learner engages in activity, does something. That this is true is most evident when physical skills are taught, but never-the-less is equally applicable when cognitive (thinking) skills are to be mastered.

If you were unable to swim, and if you were to listen to a series of well prepared and excellent lectures on swimming, were to see demonstrations, the best available films, you would undoubtly hesitate to leap into deep water. The learning process to that point had been passive, you had listened and watch, but you had not activaly learned trying step by step to swim. To listen without engaging the speaker and to read without reacting, is passive learning. To an examination with out actively involving oneself in the subject matter is similiar to jumping into deep water with out having tried basic skills in shallow water. A talented few learn to swim by plunging in deep water, and a talented few will pass examinations by trying. But for the majority, practice if it doesn't make perfect, at least does increase the chances for success.

How do you actively learn cognitive or thinking skills. These are a few suggestions, there are certainly more. Many are implied in the reading and study hints.

1. Read several pages, pause, then try to state in your own words what you read.
2. Talk about what happened or was said in class with other students or other people. Try to explain ideas that were developed in class to other people.
3. Try to think of examples, your own, from your experiences.
4. Make comparisons. For example, several authors sketch personality types, make forecast for our future. When ever two set of ideas seem to address the same problem, try to make comparisons.
5. As the lecture proceeds, make notes about ideas and things that are suggested by what was said.
6. Study with another member of the class. This encourages active studying as you compare notes.

Note taking itself is an form of active study, returning to the example of swimming, practice improves the swimmer ability and enderance. Likewise the more you read and the more you write the faster and the easier reading and writing becomes. Practice improves performance, swimming or studying.

Course Objectives: Educational and Sociological

The course objectives for this course consist of two parrallel and complementary sets of objectives that reflect my concerns both as a sociologist and as a teacher in a community college. As a sociologist, I am concerned that a certain minimal standard exist for what one should know upon completing a first course in sociology. As a teacher in a community college, I am concerned that the means are provided by which those minimal standards can be met by a student who is willing to do the required work.

The difference, I see, between an introduction to sociology course in a four year college or university and a community college is not in the quality of sociology that is taught, but the avaulability of assistance to the student in the mastering the sociological content.

By assistance, I am referring to availability of the teacher, reading and writing laboratories and a variety of other support services.

So, as a sociologist, my objection are no different than other sociologists, but as a teacher, my teaching is different than my colleagues in four year schools and universities. As a teacher my first and primary course objective is to assist you to pass the course with a grade of C or better. There should be a high degree of agreement between you and me with respect to this course objective. I hope these introductory notes address themselves to this issue. I have tried to tell you as much as I can from my own experiences and from the experiences of other students, how to pass a course.

My second objective is to present material to you that is immediately useful. Used in the context of a "liberal arts" course the word "useful" needs some clarification. I don't mean that by the conclusion of the course you shoud be able to intervene successfully in the marital dilemmas of your best friend, or give advice to your friends, but useful in the sense that you should be able to make some beginning critical judgements about the immense amount of material in newspaper magazine sections, television news specials, political campaigns that urge you to support a particular interventionist strategy with respect to social issues.

My third objective is to present a relevant course. Again the word "relevant," often confused with "current" needs to be defined. Relevant means pertaining to the statues quo or the way things are and learning that is relevant increases the understanding of the status quo.

Current, on the other hand, means something which is present now, something that is occuring in the present tense. The problem with course material that is current is that is constantly needs to be revised and retaught. To remain "current" one would have to repeat a course at intervals much as do technicians in fields that place a great deal of emphasis on the "state of the art" do.

But course material that is relevant should have more lasting value. Once one understands the relevance of the issue to the status quo, the collection and incorporation of current material should be possible. To discuss the problems of the welfare system and the mechanics of food stamp distribution would be an example of a current solution to a persistent problem which is the distribution of wealth in industrial societies. To discuss the distribution of surplus wealth in industrial societies is a relevant issue which exist regardless of whether the current solution is welfare and food stamps or guaranteed annual income or some yet unannounced solution. This is not to say that current issues are not important or do not effect a great many peoples lives, but rather to say that relevancy is a more important criterion when time is limited to sixteen weeks.

Television news and news specials, newspapers and magazines are excellent sources of "current" material, far better than textbooks which have a long publication lag not characteristics of news media. But current facts and materials are useless you have a scheme for organizing and relating them to some general understanding of the social structure. My sociological objectives are mostly borrowed. They were stated far more elegantly then I ever could by a sociologist named Everett Wilson at the University of North Carolina at Chapel Hill. They appear as a separate attachment to the syllabus entitled "Course Objectives for Introduction to Sociology". The statement of objectives is followed by a six page inventory of sociological concepts prepared by Wilson from data collected from members in that sociology department. They called the minimum essential learnings for introduction to sociology and define it as what a student needs to know to successfully take a second course. I like to call it maximum and desirable learnings for an introduction to sociology course and from that perspective, want you and I to use it as a periodic check of progress. I think there is some value to a fixed, outside mark against which progress is measured.

To that list of objectives, I want to add some broad introductory comments about the general objectives of an introductory course and continue with one additional specific objective.

During your two years at a community college about fifty percent of the courses you will take will be called "introduction to something" or a survey of something. The situation wouldn't be much different at a four year college or university. These courses and introduction to sociology as well, are not designed to make you a biologist, a philosopher, an economist, an artist or a musician, but are designed to help you appreciate the knowledge produced by professionals in those fields: knowledge of the human body of philosophical systems, economic theories, painting and music. Introduction to sociology, likewise, is not designed to make you a sociologist or even start you on the road to being a sociologist, but rather to help you appreciate and understand the sociological prespective or way of viewing things.

Students often enter introduction to philosophy courses, world religion courses, art, and music courses with the expectation that among the variety and diversity offered, they will find the one school of philosophy, the one religion, the one painting style or musical period which expresses exactly their stance or values. But rather what students find is that they agree and disagree with bits and pieces of each alternative school of thought or style presented in the course. Students ask repeatly, which one is the right one.

These courses seem to never answer or recommend a single solution, and that raises frustrations. The common lament of students in introductory courses, regardless of department or discipline is, "I understand the problem better and the answer less." But to expect anything else is to miss understand the role of liberal arts education and introductory courses or the role of an introductory or liberal arts courses in technical or vocational education.

The role of liberal arts courses is, by the introduction of alternatives, to demonstrate to you the kinds of questions that have to be raised and to give you a perspective and vocabulary from which and in which to ask these questions. The purpose of liberal arts education is to demonstrate the variety available and to encourage individual statements of position, unique statements of philosophies and taste. It is the role of professional education, e.g. a major sociology, a degree in painting, social work, criminal justice, law, etc., to train you to pose solutions and test their validity.

Sociology, like philosophy, art, music, biology, can be both liberal arts, for some students, asking questions, or professional training of a major for others, seeking answers. The introductory or first course, however, clearly fails at the liberal arts or asking questions end of the spectrum. Thus the overall objective of introduction to sociology is not to give answers to problems or to begin training as a professional sociologist, but to begin to learn to pose or ask questions from the sociological perspective. This particular course will be no exception. Many alternative perspectives will be introduced. All will persuade you of their value until the next is introduced, and if this course is successful, it should create frustration, create long list of questions.

This approach is not totally by choice, but to a certain extent dictated by the nature of the subject. Again, what is about to be said is not unique, but applies to all disciplines in which human reaction or behavior is an important factor. Human actors give meaning to their behavior. The meaning human actors give to their behaviors is hiden from view, subjective. It cannot be directly observed, but can only be inferred from what they say or what the observer thought they said. Observers have to recreate the meaning human actors give to their behavior from a series clues, some direct, some indirect, and in that process the distinction between the actor's meaning and observers imposed or recreated meaning can become blurred. We know that social actors aren't always aware of the meaning of their behavior, that not all social actors give the same meaning to identical objective or observable behavior. Thus several literary critics may give different meaning to a single line of poetry, different art historians different interpretations of the same painting and different theories of behavior may give different interpretations to the same painting, and different theories of behavior may give different interpretations to the same socail act.

One account is not true which other are wrong, they all simply different. Thus they become competiting interpretations and for an instructor to select only one of many and suppress other becomes a distortion of the discipline. To be intellectually honest, multiple interpretations must be presented within the framework of a single course.
This more than anything else makes, "liberal acts" courses different from introduction to physical science courses or professional or career courses.

Within this general framework, the specific objective that I will add to Everett Wilson's list is to recognize the double contingency that exist in the social world, that social actors both give meaning to social structures and create meaning, that social actors are constrained by social structures and create social structures.

At this point the objectives of the course may not be clear to you.

Those objectives which are sociological rather than educational have to be stated in at least minimal sociological vocabulary. Therefore, at the beginning of the course, I want you to simply carefully read the course objectives. We will discuss them and evaluate our progress toward them the class session immediately preceeding the mid-semester test, and again immediately preceeding the second test.

Course Format

The course will begin with an attempt to define sociology. Although the reading materials will suggest various ways which the field can be bounded and defined, the lectures will focus on sociology as a perspective or way of viewing human behavior.

The sociology perspective will simply be defined as the influence of group membership on behavior. An attempt will then be made to relate the sociological perspective to alternative perspectives including religion, the journalistic, and common sense as well as the perspectives of other social sciences.

A perspective needs a vocabulary in which it can be express, a special conceptual vocabulary. The lectures will then preceed to develop a very basic conceptual vocabulary for sociology. But rather than define; attempts will be made to demonstrate that each additional conceptual unit is related in some logical way to the others. This set of logical linked concepts or models usefulness is its ability to describe and order observations of social behavior, to discover relationships. This will conclude the first portion of the course.

The second portion of the course will deal with theories as explanations, from the sociological perspective of relationships.

Reading Assignment (From Spring, 1976 Course)

There is a logic implicit in the order in which these texts are assigned. The first text introduces and builds a sociological vocabulary. This vocabulary, in turn is necessary to read and understand the second text. The second text introduces major sociologial ideas that are, in turn, necessary for understanding the third book.

The texts also move from general treatment of a large number of topics in the first book, to a far more detailed treatment of fewer topics in the third book. The work of some sociologist appears in all three books, but each time in more detail and with more sophistication.

If you don't read the first book, you can't really read and understand the second book, and likewise, the third book.

In the third part of the course the topics of lecture and readings will be methodology, that is the strategies by which the usefulness of the theory will be tested against actually data.

August 23 - September 24
What Is Sociology
Alex Inkeles
read the whole book
This book defines sociology, then develops the basic models, concepts, and modes of inquiry. This reading assignment parallals what will be happening in the lectures. The concepts and the order in which they are introduced in class will vary, thus giving you a broader introduction.
You might find it interesting and useful to read the first chapter, then the concluding chapter, chapter eight, then chapter 2 thru 7.

September 27 thru October 29

Read in the following order these chapters from Humanity and Modern Social Thought. Seven of these chapters should be read before the mid term test.

Interaction
Chapter 6 - George H. Mead
Chapter 5 - Sigmund Freud
Chapter 13-Erving Goffman

The Role of the Group/Socialization
Chapter 2 - Emile Durkheim
Chapter 12- Howard S. Becker
Chapter 10- David Riesman

Social Structure
Chapter 9 - Robert K. Merton
MID-TERM TEST
Chapter 4 - Karl Marx
Chapter 8 - C. Wright Mills
Chapter 3 - Max Weber
Chapter 15- Peter Berger

Culture
Chapter 7 - Pitirim Sorokin
Chapter 11- Jules Henry

Each chapter in this text introduces the major theoretical contributions of a particular persons, that is how a particular sociologist tried to explain the facts he saw before him. Some of these person, Durkheim, Weber, Marx, Freud, are all famous and classic contributors social science. Others such as Merton, Berger, Goffman are important figures in modern sociology. The headings over each groups of chapters indicate the theme that will be developed in lecture. For example, in the first group of readings, the lectures will develop what each of these persons have contributed to our understanding of social interaction, a concept that will developed in the first six weeks of the course.

November 1 thru December 7

Read in the following order, these chapters from The Origins of Scientific Sociology
Chapter 3 - W.I. Thomas and the Polish Peasant
Chapter 4 - The Chicago School of Sociology
Chapter 5 - Lynds and Middletown
Chapter 7 - William Whyte and the Italian community
Chapter 8 - Gunnar Myrdal and the American Soldier
Chapter 9 - Samuel Stouffer and the American Soldiers
Chapter 10- Alfred Kinsey and the American Male
Chapter 2 - Emile Durkheim - Suicide

Each chapter in this text describes an particular methodology and organizational strategy for doing research.

Prof. Sharon McPherron
Dept. of Sociology
St. Louis Community College
at Florissant Valley
St. Louis, Missouri 63135

Introduction to Sociology
Spring 1977

Written Assignments

Attached are the twelve assignments that must be completed during the semester. The written assignments may be done in any order, but six must be completed before October 15, Mid - Semester, and the remaining six are due Dec. 7, the last day of the semester. The number that appears in the upper right hand corner of every assignment sheet is only for record keeping purposes.

Each assignment is worth ten points. At the end of the semester, the points will be totaled and the total assigned a letter grade. Individual assignments will not receive letter grades. The modified grade curve described in the syllabus for test grades will also be applied to the point total. The written assignment grade is one - third of your semester grade.

The written assignments have two purposes: To encourage you to use the concepts presented in lecture to analysis your own experience, and to begin to develop the skills that would be required to complete a term paper or project in more advanced social science courses. Thus many of the written assignments ask you to select some happening from your experience and reframe it in sociological perspective and others ask you to locate material which might be suitable for term papers, to give correct citations (listing of titles as they might appear in a bibliography) and to summarize articles as one might do in collecting information for a term paper. The activities also require that you become familiar with sociological material written both for lay persons and for sociologists. Hopefully, some of the articles that you read or some of the work that you do can be used in other classes, a speech class, English composition, Social Problems, etc.

At appropriate intervals during the semester each written assignment will be discussed in class. In addition, three books are on reserve in the library which should be helpful to you in completing the written assignments. They are:

Bart, Pauline and Linda Frankel, The Student Sociologist Handbook
Cambridge, Massachusetts: Schenkman, 1971

Brown, Charles, W. Royce Adams, and Rolland Rogers, How to Read the Social Sciences
Glenview, Illinois: Scott, Foresman
1968

Becker, Leonard Jr., and Chris Gustafson, Encounter with Sociology
Berkeley, California: Glendessary Press, 1972

The Student Sociologist Handbook has a chapter on use of the library and note taking which should be very helpful. Chapter thirteen in How to Read Social Science deals with reading an article.

Encounter With Sociology has chapters on note taking and use of the library. Pages 67 - 75 of that book give examples of how to list citations in bibliographies. Several of the assignments ask you ro do this. In addition, the inside cover of both journals that you will be asked to examine, give directions for citations and the list of references at the conclusion of the articles give ample examples. Also, in all handout material which you receive, the correct citation form will be used.

Intro # 3, p. 19

Introduction to Sociology/Status and Role/Assignment

NAME_____ Section:_____
Date_____ Grade_____

Comments:

To answer the question, select one status you occupy. Answer all of the questions with respect to that question. Try to avoid student, husband, father, wife, mother. Most persons find they have difficulties with these statuses. Occupational statuses are the easiest for most people.

Name one status which you occupy:

1. Name the other statuses in that same social structure.

2. List symbols associated with the status.

3. Comment on the prestige ranking of the status with respect to other statuses listed as in the same social structure.

4. How is deference shown to the status?

5. List the rights and responsibilities of the status.

6. Describe how the role is enacted.

7. What rewards are given for good role performance?

8. What gesture identify the role?

9. Is this status consistent with other statuses you also occupy? Please discuss.

10. Does the enactment of the status create role conflict for you? Discuss.

Intro # 3, p. 20

Assignment 5

INTRODUCTION TO SOCIOLOGY/CULTURAL NORMS

NAME_____ SECTION_____

DATE_____ GRADE_____

Comments:

Select any role with which you are familiar. State the role to be analyzed, and then list (a) five ideal norms and (b) five statistical norms which describe that role. Using the same role, identify (c) five universal norms which apply to all persons enacting that role and (d) five alternative norms from which the actor can select.

Role to be analyzed:

Assignment 6

INTRODUCTION OF SOCIOLOGY/SOCIAL STRUCTURE

NAME_____ SECTION_____

DATE_____ GRADE_____

Comments:

Select any group of which you are a member. Describe the social structure. Include in your description the statuses and the social relationships. Before you begin this assignment, the following readings in The Origins of Scientific Sociology might be helpful, pp. 225 - 254 and 198 - 204.

Appropriate words for describing the quality of social relationships include: cooperation, interdependence, dependence, aggressive, assertive, supportive, subordination. Appropriate words for describing the arrangement of statuses include: hierarchial, linked, clustered. These are simply suggestions.

1. Generally describe the group. Is it informal, formal primary, secondary.

2. Describe the status and their arrangement.

3. Describe the social relationships including frequency and quality.

Assignment 9

INTRODUCTION TO SOCIOLOGY/NEWSPAPER ASSIGNMENT

NAME_____ SECTION_____

DATE_____ GRADE_____

Comments:

Instructions: From either of the daily newspapers select a relatively lengthy article, preferably from the daily or Sunday magazine section. The article should be about some problem that is also a sociological problem or issue, e.g. population growth, divorce, alcoholism, drug abuse, technological change. Answer the following questions about the article. Attach a copy of the article. Cite sentences from the article to support or document your conclusions.

1. Give the correct citation for the article as it would appear in a bibliography. Refer to Encounter. on reserve in the library for format of the citation.

2. Describe or state the problem or issue that is the subject of the article.

3. What kind of causes are given for the problem?
   a. Are they simple or single factor or are they multiple and complex?

   b. Are the causes given in terms of individual failure or social structure?

   c. Are the causes based on subjective or objective criteria?

4. What kinds of factors or evidence are used in the article?

5. What kinds of solution to the problem is suggested?

6. In general, is the analysis of the problem sociological?

Intro # 3, p. 22

Assignment 12

Social Action/Observation Assignment and Observation Report

NAME_____ SECTION_____

DATE_____ GRADE_____

Comments:

Before you begin the assignment, read carefully the attached article *from Psychology Today January 1975 and Chapter seven in Origins of Scientific Sociology. Then select your group to observe. Try to limit the group to no more than four persons. A group of three to four is ideal. If you do select a larger group, select kep persons in the group to observe.

Then spend an hour observing the group. Try to write as detailed notes as possible. It will quickly become apparent to you that you cannot record all that happens.

Intro # 3, p. 23

SOCIAL ACTION/OBSERVATION ASSIGNMENT AND OBSERVATION REPORT

NAME_____ SECTION_____

DATE_____ GRADE_____

Comments:

Before you begin the assignment, read carefully the attached article * from Psychology Today January 1975 and Chapter seven in Origins of Scientific Sociology. Then select your group of three to four is ideal. If you do select a larger group, select key persons in the group to observe.

Then spend an hour observing the group. Try to write as detailed notes as possible. It will quickly become apparent to you that you cannot record all that happens.

Using these notes, develop your categories and a code for recording your observations.

Then using your code, return to your group and try to record ten to thirty minutes of activity. Then examine your data **both** for the frequencies of behavior and the patterns of behaviors. From these write a description of the activity.

Attach both sets of field notes or actual observations to the assignment sheet.

1. Describe the activity, the setting, and the participants. Designate which partipants are to be observed.

2. List the categories and the code to be used for each category. Describe the content of each category.

Code	Category	Description

3. Results and Conclusions.

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*The article (which students receive a copy of with this assignment sheet) is titled "What Can a Coach Teach a Teacher?" and it describes the observational scheme employed by the author who observed a college basketball coach in order to abstract the "teaching method" employed.

Example: "What a Coach Can Teach a Teacher", Ronald G. Thary and Holland Gallimore, Psychology Today, January 1975, pp. 75 - 78.

1. John Wooden coaching a practice session of basketball at UCLA

2. A John Wooden - coach
   B Players

3.

Code	Category	Description
I	Instructions	Verbal statements about what to do or how to do it.
H	Hustles	Verbal statements to activate or intensify previously instructed behavior.
M+	Modeling - positive	A demonstration of how to perform.
M-	Modeling - negative	A demonstration of how not to perform.
V+	Praises	Verbal compliments, encouragements.
V-	Scolds	Verbal statements of displeasure.
NV+	Nonverbal reward	Nonverbal encouragements or compliments, e.g., smiles, pats, jokes.
NV-	Nonverbal punishment	Scowls, gestures of despair, and temporary removal of a player from scrimmage, usually to shoot free throws by himself.
R	Scold/reinstruction	Contains a clear scold and reasserts a previously instructed behavior, e.g. "How many times do I have to you to follow through with your head when shooting."
O	Other	Any behavior not falling into the above categories.
X	Uncodable	The behavior could not be clearly heard or seen.

Percent of Total Communications

	I	H	M+	M-	V+	V-	NV+	Nv-	R	O	X
Wooden;J:	50.3	12.7	2.8	1.6	6.9	6.6	1.2	TRACE	8.0	2.4	6.6

Conclusions:

The aspect of Wooden's teaching techniques with the greatest theoretical value is his unexpected mix of social reinforcement and punishment. In direct contrast to the techniques advocated by many behavior modifiers, praise is a minor feature of Wooden's teaching methods. Total positive social reinforcements, verbal and nonverbals, constitute less than seven percent of total acts. But scolds add up to 14.6 percent. Wooden scolds twice as much as he rewards.

A typical pattern M+, M-, M*

Intro # 3, p. 25

Prof. Roger Batz
Department of Sociology
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Elsah, Illinois 62028

Introduction to Sociology
Sociology 111
Winter 1977

Table of Contents

My Goals as a Teacher of Sociology in Introductory Sociology 2

Texts 3
Office and Office Hours of Instructor
Classroom Procedures
Grading Procedures
Daily Preparation and Attendence 4
Panel Discussions 5
Specific Panels
Simulation Games 6
Papers
The Writing Proficiency Service 7
Assignments and Class Activity (Day by Day) 8

Study Guides — Prof. Batz provides each student with a study guide for each of the 27 chapters in the main text. Five of the guides are here reproduced. The guide for Chapter 18 includes one of three brief surveys which Prof. Batz has his students engage in. 11

Comments by Prof. Batz on Some Methods Used in His Course 17

MY GOALS AS A TEACHER OF SOCIOLOGY IN INTRODUCTORY SOCIOLOGY

Dr. Batz Fall 1976

1. To establish a learning environment wherein each of us develops our own unique sociological perspective: 1) we look beyond and beneath "common sense" explanations of behavior, 2) we become critically sensitive to the narrow-parochial views of man/woman and develop a more cosmopolitan perspective, 3) we develop an inquisitive approach to all aspects of social behavior: we ask why??? and, 4) we strive to empathize with others in our search for the complex reasons for behavior. As such we attempt to comprehend the total design, rather than relish one small aspect of the picture: we become more universalistic and less particularistic.

2. To understand how and why we behave the way we do: Know thyself and obtain greater dominion.

3. To become sensitive to the myriads of different cultural values and norms that pervade human societies.

4. To understand the process of socialization of humans: the effects that different agencies of socialization (families, religious institutions, peer groups, schools, bureaucracies, etc.) have on the growth and development of humans.

5. To begin to comprehend the complex relations between the various institutions of society: political, economic, social, religious, legal and aesthetic.

6. To become aware of the different ways in which humans define their situations on the basis of sex, social class, age, race, ethnic group, geographical region, family, or nationality.

7. To be able to recognize biases and prejudices, some of which may develop into discriminatory behavior.

8. To comprehend the reasons for overt and covert conflict between and among humans and to search for non-destructive means of alleviating human problems.

9. To strive to understand the causes of social problems and to endeavor to act to ameliorate them in our own unique ways: to develop a "social conscience".

10. To improve our abilities to express ourselves in writing and verbally in various group contexts so that we do greater justice to the fine thoughts we have.

11. To grow and learn as individuals in a healthy social manner that each of us deems appropriate for ourselves.

INTRODUCTORY SOCIOLOGY

Principia College
Winter 1977

Dr. Batz

Texts: Becker, Leonard Jr. and Clair Gustafson. Encounter with Sociology: The Term Paper. San Francisco: Boyo and Fraser, 1976.

Gamson, William A. SIMSOC: Simulated Society, Second edition. New York: Free Press, 1972.

Whitten, Phillip et. al. Encyclopedia of Sociology, Guilford, Connecticut: Dushkin Publishing Co., 1974.

Whitten, Phillip et. al. The Study of Society, Guilford, Connecticut: Dushkin Publishing Co., 1974.

I. Office: School of Government. Room 263. Phone #414

II. Office Hours: 2:40-4:00 P.M. and by appointment

III. Classroom Procedures:

Since individuals learn in different ways, various methods of instruction will be used. There will be lectures, discussions, some visiting speakers, some roleplaying experiences, and a few audio-visual presentations. Students will be encouraged to used the resources in the library, particularly the various periodicals as they independently pursue their research for their 2 papers. Your suggestions for any specific visitors and for other class activities are encouraged.

IV. Grading Procedures:

A. You are responsible for all written material assigned in the course outline and any additional assignments given in class. You are also responsible for any concepts presented and/or discussed in all of the classes. If you are absent for a "legitimate" reason, see me before the next class if you wish to be informed of any specific procedural or content change that occurred during the missed class.

B. Grades will be determined as follows:

Percentage of grade	Evaluation procedure	Dates
15%	Test #1	Friday, Jan. 14
20%	Paper #1 on SIMSOC	Monday, Feb. 7
20%	Test #2	Friday, Feb. 11
20%	Paper #2	Monday, Feb. 28
5%	Oral Report on Panel	On days for each panel
20%	Final Exam	Sat., March 12 10:30 am - 12:30 pm

C. Both the tests and the final exam will be comprehensive.

D. The content of the tests and the final exam will proportionately reflect the time allocated to the course material on the course outline. There will be a few more questions on the final exam concerning the material assigned

after the test. However, it is obvious that one must understand the earlier material in order to fully comprehend what follows it.

E. A variety of multiple choice questions will comprise most if not all of the tests and the final.

F. All students are encouraged to explore all avenues of Sociology. The reserve shelf in the library contains many additional introductory textbooks and supplementary readers. Students will also familiarize themselves with the various periodicals in the field. The most prominent and widely used periodicals are Social Forces, The American Sociological Review, and The American Journal of Sociology. All students will learn how to use Sociological Abstracts and other indexes to aid them in the development of their papers.

V. Daily Preparation and Attendance:

A. Since much material will be discussed in the class which is not in the texts, performance on tests and papers may be influenced by class attendance. All classes are designed to reflect the assigned material for the day. There is a definite continuity to the course, especially during the first half of the course. If you lose the continuity, your performance may suffer. Therefore, only one unexcused absence will be allowed during the quarter. If a student has three excused absences, he/she will not be allowed an unexcused absence. All students are expected to attend all class session during "SIMSOC", January 17, 18, 19, 20, 21, and 24.

B. Excused absences caused by schedule conflicts with activities for other courses or athletic events. On Friday, Jan. 7, any student who wishes to be excused from class because of any athletic event or field trip associated with another course must return the "Excused Absence Form for Field Trips or Athletic Events" to Dr. Batz. A maximum of three such absences will be allowed during the quarter. If any field trip or athletic event occurs during the quarter that the student has not listed on this form as of Jan. 7 at 9:10 a.m., the student will probably not be permitted to attend that event. The only exceptions allowed must be preceeded by a written note from the faculty member in charge of the event personally directed to Dr. Batz. This note should be received by Dr. Batz 48 hours preceeding such event and should contain an explanation by the faculty member of the reasons why the continuity of the student's educational experience in this class should be disrupted by this other event. Dr. Batz will retain the prerogative of approving the student's missing an introductory Sociology class to attend the other event. If a student has already indicated on the "Excused Absence Form for Field Trips or Athletic Events" her quota of three absences, this request for an additional absence will most likely be rejected. Furthermore, if a student has used an "unexcused" absence and has selected two excused absences already, an additional request for an excused absence will most likely be rejected. This aforementioned policy is in consonance with the Faculty Senate Policy on absences for field trips or athletic events.

C. Absences for reasons other than schedule conflicts with academic or athletic activities. The absence will be considered "unexcused" if the

AEAP

student knew of the anticipated absence 24 hours before it occurred and failed to inform the faculty member of the anticipated absence. On the class day following the day the student was absent, Dr. Batz will quietly and privately ask the student simply, "Was your absence excused or unexcused?" The student will simply answer, "Excused" or "Unexcused". It will be assumed that the excused absence was for some "health" reason--since that is the only acceptable excuse for an excused absence except for absences listed on the form discussed above. If a student uses more than one unexcused absence, this situation will be reflected somehow in his final grade: not more than one full grade lower for each extra unexcused absence.

VI. Panel Discussions:

A. During the quarter, six class days will be devoted to student panel discussions. Each student will be expected to participate on one panel. The panels will be structured as follows:

1. The students on the panel will sit in a circle with the rest of the class.
2. Each student will take 5-8 minutes to present her report.
3. After each student is finished, he will ask the class if they have any questions or comments. After a brief discussion which the student who has just finished speaking will moderate, the next student will present his report.

B. The general expectations of each panel discussion will be clarified during the immediately preceding class.

C. All students will be responsible for showing up for the panel discussions on the date designated on the course outline.

D. The major purpose of the panel discussions is to allow a student to choose a topic that she is comfortable with and has some knowledge about, and to analyze her experience with the aid of some concepts discussed in class.

E. Another purpose of the panel discussions is to facilitate informal interaction in an academic context. Hopefully, the panel discussions will be both enjoyable and educational experiences.

F. The student's panel presentation will be graded and count 5% of the final course grade.

G. At the <u>beginning</u> of class on Sat., Jan. 8, each student should turn in a paper in which she has indicated her first three choices for panels. Panel responsibilities will be determined at the <u>beginning</u> of class on Sat., Jan. 8.

VII. Specific Panels:

#1. My Involvement in another culture: Compare the values and norms of another culture with those of your own culture. Analyze your feelings about, attitudes towards, and reactions to general experiences and/or specific situations in another culture. (Mon., Jan. 10)

#2. My peer group-socialization and norms: Discuss the process of socialization into your peer group. Describe your social position and social role in the group. Analyze the values, norms, and mechanisms of social control of the peer group. (Thurs., Jan. 27)

#3. My experience as a member of a majority or a minority: Religious, Ethnic or Racial: Analyze a specific situation or your general experience as a member of a majority or a minority group. Discuss your attitudes and behavior and that of others towards you. (Wed., Feb. 16)

#4. My involvement in a bureaucracy (my job experience): Analyze the formal and the informal structures of the organization. Consider the relative importance and the tension between each structure. Describe your social position and social role in the formal and informal structure. (Mon., Feb. 21)

#5. Analysis of my community: Describe the economic, political and social structure of your community. Discuss the social class structure, the status allocation and the power distribution. Mention other salient variables such as religion, race, etc. (Wed., Feb. 23)

#6. My experience in a youth culture. Describe the norms and values of the members of the culture. Discuss other relevant categorizations such as SES, age, religious affiliation, etc. Mention the goals and specific actions taken by members of the culture and the effects of the relations between members of this culture and members of other cultures. (Fri., Mar. 4)

VIII. Simulation Game:

SIMSOC: Simulated Society. The total class will assume various roles and perform different tasks in an artificial society conceived of by William Gamson. All students will be expected to participate in all sessions. The role playing is designed to illustrate basic concepts of the course. Each student will write a 5-7 page paper (paper #1) concerning some aspect of SIMSOC. The role playing will occur at the following times:

Date	Time	Class Activity
Monday, Jan. 17	Regular Class time	Review of the rules of the game
Tuesday, Jan. 18	9:00-11:30 p.m.	First Session
Wednesday, Jan. 19	9:00-11:30 p.m.	Second Session
Thursday, Jan. 20	7:00-9:30 p.m.	Third and final Session
Friday, Jan. 21	Regular Class time	WPS Session for research aid
Monday, Jan. 24	Regular Class time	Library Session for research aid

The class will meet only during these times during the week of Jan. 17. Readings in SIMSOC will be assigned during this week. Please adjust your term paper schedule and other commitments so that you can participate fully and joyfully in this class activity. Regular classes will resume on Monday, Jan. 24.

IX. Papers

A. Paper #1 will be a 5-7 page typewritten paper concerning some topic the student's experience in SIMSOC has evoked an interest in. Students may refer to their experiences during the game, the articles in the book,

and any library resources as aids in formulating the paper. Creativity is encouraged during the writing of this paper. However, usual rules governing procedural aspects of paper-writing will prevail, i.e. footnotes, bibliography, etc. Refer to the Writing Proficiency Service (WPS) for aid.

B. Paper #2 will also be a 5-7 page typewritten paper concerning a topic of interest selected by each student. The paper will be a research paper. Each student is encouraged to introject evaluative personal comments if she distinguishes her ideas from the ideas of other authors. In essence each student will learn how to use professional sociological literature as an aid in pursuing the answers to some sociological questions of personal interest.

X. The Writing Proficiency Service (WPS)

A. WPS is available for your use on any basis you desire. All of us need some aid in some aspect of our reading and/or writing. The service was established as a replacement for an introductory freshman writing course, because it was decided that students manifest different levels of growth in writing proficiency and should be individually encouraged to continue to develop their capabilities. During the first two weeks of the quarter, each student should drop in to WPS and acquaint themselves with the diverse offerings. They have been of inestimable help to other Introductory Sociology students.

In order to aid you in the diagnosis of areas you <u>may</u> need further growth in, the papers you develop for this class (particularly paper #1) will be referred to WPS for their perusal. A permanent file contains samples of the writing of all Principia students is located in WPS. If for some personal reason you wish the contents of a paper to remain confidential, please indicate such on the paper, and it will not be sent to WPS.

Week	Day	Assignments	Class Activity
1	T Jan. 4	----------	Classroom Procedures and Course Outline
	W Jan. 5	Whitten: Preface and Chap 1:2-21	Discuss the application of the scientific method in sociology.
	Th Jan. 6	Whitten: Chap 2:22-32 & 36-41	Discuss sociology of knowledge, objectivity in sociology, and the impact of language on behavior.
	F Jan. 7	Whitten: Chap 2:33-36 & : Chap 9:211-205 & index entries (p. 653) for Marx	Lecture and discussion on Marxism Movie: Marxism: Theory that Split a World (26 min.)
	S Jan. 8	Whitten: Chap 3:46-62 and select panel	Discuss heredity vs. environment in relation to evolution and I.Q.
2	M Jan. 10	Whitten: Chap 4:70-88	Panel #1: My Involvement in Another Culture
	T Jan. 11	Whitten: Chap 4: 96-97 & 1 page, typewritten paper on: What changes in American culture or the products of our culture will occur within the next 25 years?	Discuss culture and the papers on American culture.
	W Jan. 12	Whitten: Chap 5:98-112	Discuss Socialization and Movie: Almost Everything You Wanted to Know About Motivating People (15 min.)
	Th Jan. 13	Whitten: Chap 5:113-119	Small group discussion: Socialization at Principia (formal orientation and house initiation) in relation to moral development.
	F Jan. 14	Review for test	Test #1 (30 minutes) Review test results (20 minutes)
3	M Jan. 17	Gamson: SIMSOC pp. 1-32	Discuss how to play SIMSOC
Regular Class Time		pp. 37-44	
	T Jan. 18	School Govt. Room 210	First session of SIMSOC
	9:00-11:30 p.m.	pp. 45-76	
	W Jan. 19	School Govt. Room 210	Second session of SIMSOC
	9:00-11:30 p.m.	pp. 77-102	
	Th Jan. 20	School Govt. Room 210	Third and final session of SIMSOC
	7:00-9:30 p.m.	pp. 103-132	
	F Jan. 21	Choose general topic for	Discuss with WPS person how to narrow
Regular Class Time		paper concerning SIMSOC. Encounter with Sociology: The Term Paper pp. 1-6	topic and select a thesis with reference to Encounter with Sociology pp. 7-25.
4	M Jan. 24	Choose specific topic for	Discuss with Librarian the use of
(Meet in A.V. Room of Library)		paper Encounter with Sociology: The Term Paper pp. 26-33, 52-56, 85-93, 104-111. and 2-3 page, typewritten paper on: "What the Importance of SIMSOC was to Me".	Sociological Abstracts and other research tools.

Week	Day	Assignments	Class Activity
	T Jan. 25	Whitten: Chap 9:194-200 & 206-208	Lecture and discussion on stratification (class, status and power)
	W Jan. 26	Whitten: Chap 9:209-219	Discussion of Stratification in USA and ideal stratification systems.
	Th Jan. 27	Whitten: Chap 11:244-259	Panel #2: My Peer Group
	F Jan. 28	Whitten: Chap 12:270-284 & 289	Role Playing activities
5	M Jan. 31	Whitten: Chap 13:292-308	Discuss Male and Female Sex Roles and Movie: Sex Role Development (23 min.)
	T Feb. 1	Whitten: Chap 13:309-317	Small group discussion: Male and Female sex role behavior at Principia (initiation rites and expected sex role behavior).
	W Feb. 2	Whitten: Chap 7:148-159 & 166-167	Discuss urban poverty in the USA and Movie: This is the Home of Mrs. Levant Graham (13 min.)
	Th Feb. 3		Discuss rural poverty in the USA and Movie: Poverty in Rural America (29 min.)
	F Feb. 4	Rough draft of paper due at 9:10 a.m.	Evaluate rough drafts in "care groups" of 3. WPS person will be available for aid.
6	M Feb. 7	Paper #1 due at 5:00 p.m. at room 263.	No class.
	T Feb. 8	Whitten: Chap 6:120-131 & 135-147 and survey student's attitudes about abortion.	Discuss solutions to world population problems and population trends in the USA and Movie: A Future for Every Child (9 min.)
	W Feb. 9	Whitten: Chap 8:168-179	Discuss the social roots of and secular aspects of modern religious movements
	Th Feb. 10	Whitten: Chap 8:180-193	Discuss the social functions of religion and the relation between religion and other aspects of life.
	F. Feb. 11	Review for Test #2	Test #2 (30 min.) Review test results (20 min.)
7	M Feb. 14	Whitten: Chap 15:338-352	Movie: Where is Prejudice: (54 min.)
	T Feb. 15	Whitten: Chap 15:352-359	Discuss prejudice, racism, and patterns of race relations in the USA
	W Feb. 16	WORK ON PAPER #2	Panel #3: My experience as a member of a majority or a minority
	Th Feb. 17	Whitten: Chap 18:406-416 and survey students about busing	Discuss the relation between social class, education, and busing to achieve a racial balance.
	F Feb. 18	Whitten: Chap 16:362-377	Lecture on instructor's business experiences and discussion of problems or bureaucracies.
8	M Feb. 21	Whitten: Chap 21:468-493	Panel #4: My Involvement in a Bureaucracy
	T Feb. 22	Whitten: Chap 17:382-396 Chap 26: 606-610	Lecture on instructor's hometown in New Jersey

Week	Day	Assignments	Class Activity
	W Feb. 23	Whitten: Chap 17:397-405 Chap 6: 131-135 Chap 7: 162-165	Panel #5: An Analysis of my Community
	Th Feb. 24		Movie: The city (15 min.) Discuss solutions to urban problems in small groups.
	F Feb. 25	Rough draft of Paper due at 9:10 a.m.	Evaluate rough draft in "care groups" of 3. WPS person will be available for aid.
9	M Feb. 28	Paper #2 due at 5:00 p.m. at room 263.	No class.
	T Mar. 1	Whitten: Chap 22: 496-505 Chap 23: 516-527, Survey student attitudes towards punishment	Discuss the relative effectiveness of punishment as a deterrent to crime and deviant behavior mainly concerning capital punishment.
	W Mar. 2	Whitten: Chap 23:527-541	Movie: Dead Man Coming (23 min.) and discuss techniques of rehabilitation in prisons.
	Th Mar. 3	Whitten: Chap 24:542-567 & Chap 10:229-232 and survey student attitudes towards drugs	Discuss the role of drugs in American social life.
	F Mar. 4	Whitten: Chap 25:568-591	Panel #6: My Experiences in a Youth Culture
10	M Mar. 7	Whitten: Chap 20:448-467	Movie: This Question of Violence (60 min.)
	T Mar. 8	Whitten: Chap 26:592-606 & 611-615	Discuss how and why social changes occur in the USA
	W Mar. 9	Whitten: Chap 27:616-639	Movie: An Essay on War (23 min.) and discuss the role of conflict and violence in American life and among humanity.
	Th Mar. 10	REVIEW FOR FINAL EXAM	
	S Mar. 12	10:30 am - 12:30 pm	FINAL EXAM

CHAPTER 5:112-119

1. How and why do you agree/disagree with Piaget's theory concerning the difference between the morality of "young" and "older" children?

2. At what age do you think that it is possible for a child to develop a "morality of cooperation"?

3. Critique Kohlberg's 6 stage theory of moral development.
   a. Point out how and why you agree/disagree with Kohlberg's theory.

   b. Is it really impossible to skip any of the six stages?

4. Note thelast paragraph of the Evaluation section (p. 117) Do you agree or disagree with the ideas presented? Why?

5. Does the human individual always "progressively develop" from an early egocentricity into a later more altruistic world views? (See Overview on p. 117)

6. Kohlberg says that contemporary America contains at least two cultures (main culture and counterculture). At least, the USA at present is not a society whose individual members share basic values. Kohlberg says that the lack of such a consensus..."seems to be a fairly necessary condition for movement to a postconventional or principled moral orientation." Only by becoming aware of the relativity of one's values can one transcend beyond a particularistic value of orientation and adopt more universal values that take into consideration the existence of different value systems and individuals who accept them. Given the presence of the lack of value consensus in USA, how do we arrive at a value consensus? Is it desirable to do so? Which values do we chose for the society? Who makes such a decision?

Encyclopedia Entries, Identify: Kohlberg, personality and culture, personality structure, Piaget, role, role conflict, role model, self-concept.

CHAPTER 18:406-416

Ask 5 students in your house: "Do you believe that American public schools should be integrated racially?" Then ask her/him, "Do you believe in using buses to transport children in order to achieve a racial balance in schools?"

1. "Ward viewed education as an instrument of social improvement"(408) and "Durkheim...emphasized the role of formal education as a conserver of culture."(408) Which view do you agree with more and why?

2. Why did the ideal of free universal education develop in the USA?(408-10)

3. Why are American public schools very unequal and discriminatory in spite of the professed ideal of equality of opportunity for all?(410)

4. Question #1: How does the busing of children influence academic achievement?
   A. Write down the words and ideas that immediately enter your mind when you hear the word "busing".

   B. According to Coleman, what are the 5 categories of relevant criteria related to busing?

   C. Which of the following three criteria influence educational quality in schools the most and why? 1) difference of community inputs; 2) racial composition of the school; 3) intangible factors

   D. If the federal government did not assume the responsibility to provide equal educational opportunity to all would such opportunity be provided?

   E. According to the 6 research studies presented, what generally were the most important factors which influence the quality of education for blacks and whites in schools where busing for racial balance was used?

   F. What other techniques to achieve racial balance in public schools could be used? Which one or ones would you use and why? Why are some of these techniques resisted by many people as much as busing is resisted?

   G. Why do you agree with or disagree with busing to achieve racial balance?

   H. If you disagree with such busing, how would you advocate that the USA achieve a racial balance in her public schools?

Encyclopedia Entries: attitude measurement, Brown vs. the Board of Education, busing, James Coleman, Coleman, compensatory education.

CHAPTER 17:397-405 and CHAPTER 6:131-135

1. Question #2: What is the sociological and demographic effect of the trend toward concentration of the population in urban areas?
   A. What different effects does urban living have on individual lives than rural living does? (131-135)

   B. Apply Davis' 8 characteristics of urbanism to a city you are acquainted with.

   C. Apply Tomlinson's account of the differences between rural and urban life to a city you are acquainted with.

   D. What will the future relation between rural, urban, and suburban life be in the USA?

2. Question #3: What is the social-psychological impact of high-density urban living?
   A. What is the concept of territoriality?

   B. How can this concept be applied to human behavior?

   C. To what extent can we correlate animal and human behavior? Why?

   D. What specific changes in human behavior have been correlated with high density living?

      1. What are the real causes of these differences in behavior according to your view? Poverty? Poor education? Large families? Racial strife?

3. Describe your theory of the ideal city in the USA in the future.

4. In spite of your hopes, what do you think that the city of the USA will be like in the year 2000?

5. Personally respond to the comments of both Glazer and Gans. Mention how and why you respond the way you do. How do the two men differ in their perception of the problems of cities and the solutions to these problems?

CHAPTER 27: 616-639

1. Define social conflict. (618)

2. Consider the relationships between conflict and violence (chart 618) and be able to explain the four possible relationships.

3. List the reasons for the war in the world in the 20th century. Which causes of war are the most prominent? Which causes can most likely or easily be eliminated without violence?

4. Use the pictures on p. 617 to aid you in the understanding of the text on p. 622 where the author is discussing "cross-cutting cleavages" and a "fundamental division of society".

5. What is your attitude towards the non-violent techniques used by Dr. Martin Luther King in his attempts to realize justice for blacks and all Americans? What effects did his tactics have? (positive and negative according to your perception) Would other tactics have had more positive effects? If so, why?

6. Question #1: What special set of social factors produces the sudden emergence of riot behavior?
   A. What is Gurr's theory: (frustration, discontent or despair are the causes of riots)

   B. Why was Gurr's theory demonstrated to be invalid?

   C. What social factors do you think caused the riot behavior of American blacks in cities in 1967? List the factors in the order of importance.

7. Question #2: Is conflict a necessary variable in human interaction?
   A. Learn the 4 assumptions that the conflict model has about conflict.

   B. Learn the functionalist approach to conflict.

   C. Examine the views of Simmel, Dahrendorf, Coleman and the evidence presented by Collins. Would you evaluate the role of conflict in human interaction in the same manner the author did after he evaluated all the evidence? Why or why not? Would your evaluation be different? If so, how?

Question #3: Can violence be totally eliminated from conflict among nations?
A. What is Burton's hypothesis concerning conflict behavior among groups? How would he propose to resolve international conflicts?

B. Would his hypothesis work? Why or why not?

C. What would you propose nations do to eliminate war? Develop a practical scenario for the implementation of your solution-along with probable time sequences.

8. How does d'Coser distinguish between conflict and violence? Do you agree with his estimation of the role of conflict in society? Why or why not?

9. Note his answer to the second question on p. 635: What would you say was at the source of human conflict? Would you agree with his answer? Why or why not?

10. Read the dialogue with Galtung. Do you agree with him that violence may be appropriate to alleviate unjust situations sometimes? Why or why not? Under what human conditions would you condone the use of violence? Cite some specific examples in which violence was used in the recent 10 years by the American nation or some groups within the USA.

11. Respond to the views of Burton. Do you think that there is an essential connection between peace and justice?

SOCIALIZATION AT PRINCIPIA: THE PERSONALITY AND THE SOCIETY

1. List the general norms (shared patterned expectations of behavior) of the student members of the Principia community.

2. List any other norms that are shared by members of your house.

3. Describe the general ways you learned the Principia norms for students.

   A. Mention specific situations when you realized what a particular norm was.

      1. Was this learning experience an informal situation in which the norms were clarified by the example of the behavior of others?

      2. Was this learning experience a formal situation in which the norms were presented as expected behavior by an "old" member of the community to you, a "new" member of the community?

   B. What social sanctions (ridicule, gossip, ostracism, physical harm, psychological rejection, spiritual lectures, etc.) were used when you violated any particular Principia community norm?

      1. Did you experience any of these social sanctions? If so, how did you respond to them? Did you give in, rebel, or try to rationalize your behavior?
      2. Did you ever see someone else receive some social sanction? If so, how did they and you respond to this social situation?

4. Describe the general ways you learned your house norms.

   A. Mention specific situations when you realized what a particular norm was.

      1. Was this learning experience an informal situation in which the norms were clarified by the example of the behavior of others?
      2. Was this learning experience a formal situation in which the norms were presented and expected behavior by an "old" member of the community to you, a "new" member of the community?

   B. What social sanctions (ridicule, gossip, ostracism, physical harm, psychological rejection, spiritual lectures, etc.) were used when you violated any particular norm?

      1. Did you experience any of these social sanctions? If so, how did you respond to them? Did you give in, rebel, or try to rationalize your behavior?
      2. Did you ever see someone else receive some social sanction? If so, how did they and you respond to this social situation?

5. Are there any differences between the expected behavior in the house and the Principia community, in general?

6. Were any of the techniques of socialization (orientation, initiation, etc.) disfunctional (demonstrate expected behavior contrary to the stated norms of Principia community or the house)?

7. What is the role of "tradition" in the specific socialization techniques?

   1. Did traditional modes of socialization facilitate or impeed the demonstration of expected normative behavior? If so, why? If not, why not?

89

Comments by Prof. Batz on Some Methods Used in his Course

A. Care groups: I group students into groups of 3 the day after SDSOC ends. They are supposed to aid each other out of class in developing a thesis and a hypothesis for their paper, after reading the assigned pages in Encounter With Sociology: The Term Paper. We have discovered that students have much difficulty selecting and narrowing their topics, and have realized that mutual acid facilitates this process. I carefully compose the groups so that so-called "slow" and "fast" students are mixed, the sexes are mixed, and personalities won't clash. Students are also supposed to provide encouragement to each other as the paper-writing process develops. They express this concern when they evaluate each others rough drafts in class. We are fortunate to be a small residential campus with an almost universally adhered to honor code, so no one writes each others paper. On the contrary, we have found that students do discover and attempt to remedy research or writing flaws when their peers identify them. One of my motivating paradigms is, "Students can teach each other."

B. Small group discussions: The optimum size is 6. The size can range from 5-7. I have the chairs arranged in circles before the students arrive. When they arrive, I designate the circle they are in for that day. A specific topic is assigned for discussion which always reflects the assigned reading (thinking) for the day and usually is one of the general thought questions contained in the syllabus. The group discusses for perhaps 20-30 minutes and then we open up the circles into one semi-circle for a general discussion, which is initiated by comments from each group concerning the topic discussed. This small-to-large-group procedure is quite successful in generating in depth discussions, when I selectively arrange the students. In a ten week quarter, I may use this procedure 1-2 times a week. I rotate the students in groups, keeping track of the composition of the groups during each time. In this systematic fashion, each student becomes acquainted with each other student after the seventh rotation, the mix of ideas and personalities enlivens each discussion, and free-choice groups can begin to be used. For example, on the day that they had read about various crimes amd punishments, I arranged 5 circles of chairs. Each group of students was given a crime with a brief description of the perpetrator - sex, race, and age. All were first offenders. Students discussed probable punishments for their respective offenses for about 30 minutes. Then we shared our comments in a large group discussion.

During all the small group discussions, I quietly occupied myself at a table in the "front" of the room while I listened to all of the discussions. I also played gate-keeper if necessary or responded to questions. The success of these groups has sensitized me to search for better ways of becoming a "facilitator of learning." The old Germanic paradigm that I, as teacher, am the fountain of wisdom is erroneous. This model has an authoritarian premise and limits dialogue, feedback and any effective human interaction in the classroom. Lectures of varying time durations, with different degrees of student "interruption" allowed, can be one very effective teaching technique. It is not the only one, nor necessarily the best one. I think that people learn in a variety of ways. It is my challenge to discover all of the ways and use each one in order to maximize the probability of learning occuring for each and every student.

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Office Hours: MWF 9:30
106 Macbride Hall

Sociology 3421 001
Introduction to Sociology
Principles
Spring Semester 1977

With: Jim Massey
106 Macbride Hall

BOOKS REQUIRED: Gerhard Lenski, Human Societies, 1974 Edition
Stephan Cole, The Sociological Orientation
Peter L. Berger, Invitation to Sociology:
a Humanistic Perspective

LECTURES AND ASSIGNMENTS

All lecture topics, dates of lectures, and reading assignments are listed in this syllabus. For this and much other information in the syllabus you will find it a good idea to keep the syllabus within easy reach throughout the semester. In addition, there will be special announcements during the semester and these will be made at the beginning of lecture sessions. It will be assumed that all students have received this information. Therefor, if you arrive late at a lecture, it will be a good idea to find whether any announcements were made that day.

Lectures will not duplicate the material in reading assignments, even though the main ideas in the course will be discussed in both. At examination time you will need to be familiar with both readings and lectures. You will find review questions in this syllabus. If you have difficulty with any of these questions you may receive assistance at discussion sections or review seeions or both (see below).

DISCUSSION SESSIONS AND REVIEW SESSIONS

Discussion sections are not required, but are highly recommended for those who may have difficulty with lectures or reading and also for those who enjoy expression of their views on what they have heard or read. If you wish to participate in a discussion section, you should plan to attend regularly. If you wish some assistance only before an examination, there will be review sessions for this purpose. The first two review sessions were to be held at the lecture hour on the first two examination days: Feb. 21 and March 28. The time and place of the third review session will be announced in April.

The times and places for discussion sections will be announced after the semester begins and you may write them in the spaces below. There is no reason why you should not attend both a discussion section and the review sessions if you wish.

	DAY	HOUR	ROOM AND BUILDING
Discussion section 1	_____	_____	_____
Discussion section 2	_____	_____	_____
Discussion section 3	_____	_____	_____

EXAMINATIONS

The course is organized in three parts and there will be three examinations. These will be in multiple-choice form. The first two examinations will be held in the evening and will last one hour. You will have an opportunity to see some sample questions before the first examination. The final will be two hours in length and you can find the time in your schedule schedule of courses. There will be no opportunity oo write papers or other assignments to improve a grade. Therefore, if you do not do well on the early examinations, you should arrange a time to go over your answer sheet and see what errors you made. There will be announcements about the times when you may do this.

The first two examinations will contain about seventy items and the final will be about twice as long. Thus, the first two examinations will account for about a fourth of your grade (each one will account for a fourth) and the final will count for half. The final will be comprehensive, that is, it will include questions from the entire semester's work. If you you do not do well on the early examinations, there will be a good chance to raise your grade on the final. If you do well on the first two tests, you must also do well on the final to maintain your grade.

The first two examinations will be held in the evening at 6:30 p.m. and there will be review sessions on those days at the regular lecture hour in the morning. The evening exams will not be held in the FHBA. See details on later pages or in announcements.

Prof. Milneth's Introductory Course is divided into three major parts. His syllabus presents for each of the three sections: reading assignments, a series of lecture topics, procedural information and study questions for the lectures and readings.

INTRODUCTION TO SOCIOLOGY: PRINCIPLES. PART I

The reading assignments for Part One are as follows:

Gerhard Lenski, Human Societies, part one
Stephen Cole, The Sociological Orientation, chapters 1,3,9
Peter Berger, Invitation to Sociology, entire book.

Perhaps there is not much point in making suggestions about study since each student is free to work as he pleases. Nevertheless, we make a few suggestions. Read the assignments in all three books at a pleasantly rapid pace to get an idea of what is covered. Then when particular topics are mentioned in lecture you can go back and compare what has been said with the readings. It will also be useful to discover whether the authors and your lecturer agree or disagree on concepts and principles. Use the review questions as a regular study guide. In Lenski there is a glossary which you may find helpful. If you have any difficulty, go to a discussion section, or a review session, or both for assistance.

DATE	LECTURE TOPIC
Jan. 12	Organization Meeting
Jan. 14	The Sociological Viewpoint
Jan. 17	Large-scale and Small-scale Sociology
Jan. 19	Man in Biological Perspective
Jan. 21	Group Life
Jan. 24	Types of Human Communities
Jan. 26	Types of Human Societies
Jan. 28	Culture
Jan. 31	Culture and Language
Feb. 2	Culture and the Person
Feb. 4	Sociological theory: Large-scale
Feb. 7	Sociological theory: Small-scale
Feb. 9	Sociology and Social Problems
Feb. 11	Population
Feb. 14	Population Problems
Feb. 16	Population and Technology
Feb. 18	Sociology: Scientific and Humanistic
Feb. 21	Review Session at 8:30 and Examination at 6:30p.m.

READ THE FOLLOWING CAREFULLY ABOUT EXAMINATION PROCEDURE. If the size of the class is not more than 150 the examination for all students will be in the Physics Building, Lecture Room I. If additional space is required, some students will go to Chemistry Building Room 225. There will be announcements about this. Go to the proper building and remain in the foyer. Do not go to the seating area. We hope to begin seating students by 6:15. All students will come in at the same entrance, will be given examination booklets and a pencil, and will be shown where to sit--two seats apart. You will catch on to the system quickly. All will be seated by 6:30 and may work until 7:30.

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Examine the figure at the bottom of the page and note that it is based on the distinction between societal and behavioral concepts across the top and the distinction between scientific problems and social problems along the side.

Societal questions concern societies; these are the large-scale concepts. Societies are made up of populations, of categories and groups in the population (males, females, young old, families, organizations, etc. etc.) and of institutions (religious, political, educational, economic, kinship, recreational; etc.) Each institution or organization can be analyzed as a set of statuses and roles, each with its set of norms (See Cole, chapter 3). The whole society and its culture can be divided into such components as population, language, technology, social structure, and ideology (See Lenski, chapter Two.) We can speak of all these ideas without talking about individual human beings, just as we may talk about a drama without mentioning the actors who play the parts.

Behavioral questions, the small-scale concepts, are those which concern the individual person or small groups. A person is born and as he grows he is socialized, or trained to fit into certain social roles. He may fit well or poorly. In some ways each person is similar to all other persons; in some ways each person is similar to some other persons but not all; in some ways each person is unique. The importance of individual persons and the differences between them is always socially defined. Thus some differences exist which are of little importance and there are some differences which at a particular time and place are extremely important. For example, we cannot know whether a person is good-looking until we know the prevailing standards of beauty by which a person is judged.

Scientific concepts and problems are concerned with the facts in connection with society and behavior, and also with the general principles and relationships that can be established among the facts. There are simple facts about population, age, and marital status. There are more complex principles about how marriage is related to social class, how goal displacement occurs in organizations, how power is organized and exercised, how equality and inequality are built into a society. In dealing with scientific problems, we try to say what the facts are, not what they ought to be. We try to point out how society actually works in particular cases, not how it ought to work.

It is when we study social problems that we are concerned with what is wrong with society and how it might be changed to make it better. Such problems involve values and value judgments, and of course different people have different values and they may disagree about what is wrong and what might be better. Population growth, for example, may be described as a set of facts and principles which we may call scientific. But to decide whether we have too many or too few people requires a value judgment. There is no "population problem" if no one is worried about it. One of the fundamental purposes of this course is to enable students to recognize the difference between what is societal and what is behavior, and also the distinction between scientific problems and social problems. The figure below provides a convenient summary:

	SOCIETAL CONCEPTS AND PROBLEMS	BEHAVIORAL CONCEPTS AND PROBLEMS
SCIENTIFIC PROBLEMS	I. Societal-Scientific Examples: population, social structure, stratification, power, institution, conflict, consensus Theories: evolutionary, functional ecological	II. Behavioral-Scientific Examples: roles, statuses, socialization, personality types reference groups, norms. Theories: symbolic interaction, learning theory, Freudian theory
SOCIAL PROBLEMS	III. Societal Social Problems Examples: overpopulation, crime, pollution, inequality, public health, resource depletion Theories: social disorganization organizational competition, goal displacement	IV. Behavioral Social Problems Examples: criminals, family planning, personal health, drug addiction, divorce, discrimination Theories: deviance, value conflict, labeling.

SOCIOLOGY 34:1 001
Questions for Review Part One

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Questions on Lectures.

1. Sociology is often confused with other subjects and activities -- what can we say that sociology is not? Lenski discusses what sociology is and Berger describes what sociologists do; is there any conflict in these two approaches?
2. What does Cole mean by the sociological orientation?
3. Review the chart on the preceding page and be sure you understand the meaning of: societal, behavioral, scientific problems, social problems. How would you classify economics? Psychology? Why is it difficult to study societal and behavioral problems at the same time?
4. Students of behavioral problems make assumptions about society and students of societal problems make assumptions about behavior. Illustrate both kinds.
5. About how old is the earth? What makes life on earth possible? About how old is man?
6. What are the principal zoological classifications to which man belongs?
7. How did man change as a result of moving from tree life to life on the ground?
8. What biological characteristics of man make it necessary for him to have a social form of adaptation? What are the principal types of human communities? Of human societies?
9. How is the city in industrial society different from the pre-urban city?
10. What are some general characteristics of group life? How is human group life quite different from that of the social insects and other social animals?
11. What characteristics of man make culture possible? Compare Wilmeth's definition of culture with those given by Lenski and Cole: do they conflict in any way?
12. What functions does culture serve for a human group? What functions does it serve for the individual person? Review what Lenski (p.20) and Berger say about freedom.
13. Culture is man-made yet man requires culture to survive. Can this statement be logical? How does evolutionary theory deal with the problems raised by this statement? (Lenski, p.117)
14. What is included in language? What is the simple and obvious function of language? What is a more complex function? In what sense can it be said that language determines behavior? Illustrate some societal and behavioral aspects of language.
15. Are individual differences of any importance to the sociologist? What is meant by saying that the importance of individual differences is always socially defined?
16. What societal theory is principally concerned with how society works? What societal theory emphasizes social change? What societal theory emphasizes the environment?
17. What behavioral theory emphasizes conditioning? What behavioral theory emphasizes the unconscious? What behavioral theory emphasizes language and roles?
18. How do various social theories deal with the conflict-consensus problem?
19. What are the principal theories used by sociologists to analyze social problems? At times it has seemed that sociologists would give up social problems and study only the scientific problems? Is this likely to occur in the near future?
20. Underlying all social theory is the problem of human nature? How must this question be dealt with? Review what Lenski says on the subject.
21. Review the figures on world population growth that were given in lecture.
22. What are the principal measures of population composition and population change?
23. What is the Malthusian Principle? Is it of any importance in the world today? Can you find a more general statement of this principle on page 11 of the Lenski book?
24. What is meant by population pressure, optimumpopulation, population quality?
25. Lenski's classification of societies is based primarily on technology. What is the general relation of sociocultural evolution to population size?
26. What population questions are social problems and what questions are scientific problems
27. Sociologists attempt to be scientific in their work. In what sense is science detached, objective, and not concerned with values? In what sense is science itself an important system of values? What value is most fundamental of all in science?
28. Do we feel free to pursue all kinds of knowledge? Give an example of scientific investigation which would be "out of bounds" in our society? What accounts for the existence of such boundaries?

1. Berger discusses several images of the sociologist and follows with his own conception of what a sociologist should be. Review each of these.
2. "Things are not always as they seem to be." From a sociological perspective, is there any truth to this statement? Give an example.
3. When Berger speaks of the "sociological problem" on page 37, is he speaking of scientific problems or social problems?
4. What is meant by saying that there is a certain debunking motif in sociology?
5. Illustrate the difference between a respectable and an unrespectable perspective. Which one is illustrated by the career of Thorstein Veblen?
6. Berger outlines the dimensions of sociological consciousness via an analysis of four fundamental motifs. Identify each of these and discuss their respective attributes.
7. If sociology is relative, urbane, and cosmopolitan, then is it true that sociology can exist only in certain kinds of societies? What kind?
8. What kind of events are likely to make a person reinterpret his biography? When a person acquires a new biography, is the new one more "truthful" than the old one? Historians say history must be continually rewritten because the meaning of the past is always changing; is this similar to Berger's ideas about biography?
9. Explain these statements: "every weltanschuung is a conspiracy;" "individuals who change their meaning systems must, therefore, change their social relationships."
10. What are some techniques which societies use to maintain social control? Do all societies use all of these means? Why not?
11. Why is it useful to think of forms of social control as concentric circles?
12. What is meant by "definition of the situation?" Who introduced the idea? Does this idea help to show how prejudice works?
13. In reading Berger, do you gain the impression that a sense of history contributes to sociological understanding? In what way is history relevant to sociology?
14. Give some examples of institutions. How do they resemble instincts? Institutions remove from us a great deal of the pressure of decision making. Illustrate how this works.
15. Durkheim said that society is a phenomenon sui generis. What did he mean?
16. Review the following concepts related to role theory: definition of the situation, social expectations, behavior patterns, identity, the self, generalized other.
17. Are you the same person all the time, or are you different persons in different situations?
18. How does performing in a role (e.g., "acting" wise), lead to affective commitment to that role (e.g., "feeling" wise)?
19. What is meant by the sociology of knowledge? What is an ideology? (Compare Lenski)
20. If ideologies can be definded as serving the self-interest of a specific group, how then can they also be looked upon as "functional" for an entire society?
21. What idea is useful for connecting role theory and the sociology of knowledge?
22. What is meant by saying that Weber is more "voluntaristic" than Durkheim?
23. What is internalization? Are we "free" when our behavior is internalized? What does Berger mean when he says "we are betrayed into captivity by our own cooperation?"
24. What is meant by saying that freedom is not empirically available? How is it possible according to Berger, to believe both in freedom and causality?
25. Berger discusses three "pictures" of society. What are they? Can freedom exist in all three?
26. Outline Weber's theory of charisma. What is the "routinization" of charisma?
27. Explain the meaning of: ecstacy, bad faith, das Man, rites of passage.
28. What is sociological Machiavellianism? In contrast. What are three examples of "the humanization of one's view of social reality?"
29. In what ways may sociology be considered humanistic? What are some opposite tendencies?
30. What were the four major eras in human history?
31. What approaches does evolutionary theory take to the view of technological determinism?

Questions on Lenski, Human Societies.

1. What is sociology? How is sociology related to the biological sciences?
2. What conditions must be met before we can sya that a "society" exists? Compare Lenski's discussion of the concept of society with Berger's. (See Berger, pp. 25-27)
3. What is man's three-fold relation to the biotic world? (Don't just memorize the three items on page 10, but follow it on through concepts of universals, specialties, and semi-specialties.
4. Is man the only animal which lives in societies? What features of human society are unique?
5. Structure and function in sociology tend to resemble anatomy and physiology. What important subjects are underemphasized if one only uses the structural-functional approach.
6. What are the similarities and the differences in the symbol system as compared to the genetic system?
7. Explain the ecological-evolutionary approach and its connection to structure and function.
8. What is the basic function of social organization and what are the functional requisites of society? (Do not confuse this with question #2 above.)
9. What are man's basic individual needs? What social needs arise as a result of these individual needs?
10. Is culture necessary for human survival? If so why?
11. It has been popular in the social sciences to look upon human nature as neutral, capable of being developed in many directions? Does Lenski agree with this view? Why?
12. Identify and define the five basic elements of sociocultural systems? Are these five elements present in all institutions?
13. What are the elements of social structure? On what principles are social organizations based? (p. 45)
14. What four crucially important functions do roles serve for society?
15. Distinguish between ascribed roles and achieved roles?
16. What are the three characteristics of groups and how are primary and secondary groups distinguished?
17. Distinguish between horizontal status differentiation and vertical status differentitation.
18. All sociology books discuss norms and values. Why does Lenski add "world views"?
19. Sociocultural evolution and organic evolution are concerned with four basic processes. Describe the factors of these four processes and their relationship to each other.
20. How does intrasocietal selection differ from intersocietal selection? How do you explain their differing frequency in history?
21. The graph on page 55 is a good basis for understanding individual's behavior. Describe the socialization process an individual goes through in society.
22. Why is there no perfect or ultimate form of adaptation to the environment?
23. Why does innovation increase at an increasing rate? What is the multiplier effect?
24. What is the basic condition which makes natural selection a necessary process?
25. How does the idea of evolutionary progress differ from ordinary ideas of progress?
26. State the relation of technology to social change as carefully as you can.
27. It is easier to deal with technostasis and regression in particular than in general. Why?
28. What criticisms can be made of racialist, geographical, and great man theories of progress?
29. What is the classificatory scheme used by Lenski based on and describe the basic types of societies and the hybrids. (Charts on p. 96 and 97 will be helpful.)

Questions on Cole, The Sociological Orientation.

Chapter 1 - "The Sociological Perspective"

1. What are the two central elements of sociology?
2. What are the three main purposes of Cole's book as stated in the introduction to chapter 1?
3. Suicide by Durkheim is considered a classic sociological investigation. What is it about this study that is uniquely "sociological"?
4. Under what conditions does altruistic suicide occur? How about egoistic suicide? Anomic Suicide?
5. Cole concludes that the Bradburn-Caplovits study is important for two reasons? What are they?
6. What is the great man theory and the blunder theory of history? What are their limitations (Give examples)?
7. What were the results of the study of New York City teacher's fear of striking different social situations?
8. What is the social explanation why science tends to flourish in some areas rather than in other areas? What fundamental sociological assumptions underlie this explanation?
9. How does a society classify an individual as ill? What did Merton and Lejeune hypothesize about illness? Did their data on welfare mothers confirm their hypothesis?

Chapter 3 - "Basic Sociological Concepts"

1. Define the term norm as used by sociologists.
2. What are the two mechanisms that hold society together?
3. What is the relationship between norms and statuses or authority positions? Cite the studies by Merel, Barnard and Faulkner to describe the relationship.
4. What is the relationship between status (an individual's social position) and norms?
5. Define role, status-set, auxiliary statuses. Look at figure 1 on page 62 for an example of a status-role model.
6. What causes status and role conflicts?
7. Define cross-pressure, dominant status, status activation.
8. Describe the seven listed mechanisms for handling status and role conflicts?
9. What is perhaps the most important factor determining the course of interaction? How are individual's performances evaluated according to Goffman?
10. Define altercasting, scripted vs. nonscripted behavior, definition of situation, presentation of self.
11. Define social structure, culture, subculture, value, identity, identity bargaining, cultural relativism, ethnocentrism.

Chapter 9 - "Role of the Sociologist and the Uses of Sociology"

1. Give the arguments for and against "value-free" sociology.
2. Individuals who believe that sociology should be value-free believe that the sociologist should be a technician or a reformer? Why would an individual support a sociologist as a technician? As a reformer?
3. Can sociologists be both technicians and social critics?
4. What are some obstacles to the use of sociological research?
5. Explain the different purposes behind descriptive research and explanatory research.
6. What is a control group? What does the term statistical significance mean?
7. What were the results and conclusions of the report dealing with limiting population growth through federal birth-control program?
8. What was the Coleman Report? What were the results and conclusions of the study?
9. What conclusions were reached by examining the More Effective School (MES) program? Was the program continued?
10. Moynihan studied black family structure and its instability. What change did Moynihan see as occurring in the black family? What intervening variables did he not include in the statement of his results? What conclusions did the author reach about the relevancy of Moynihan's data to his hypothesis?

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BERGER'S EMBELLISHMENTS

Page	Term	
9.	à priori	deductively, by definition. A posteriori means inductively.
24.	caveat emptor	let the buyer beware
29.	ancien régime	the old regime, particularly in France before the Revolution Ancien in French often means former, rather than ancient
38.	in partibus infidelium	In infidel terrotory. If you want to say <u>into</u>, say in partes.
39.	sui generis	of its own kind, not reducible to something else. It was fundamental in Durkheim's thinking that society is a fact sui generis. There are things we can say about society that cannot be said about individual people.
44.	en famille	in the family, that is to say, very private and intimate. Sans famille means without a family, or isolated and alone.
45.	haute bourgeoisie	the upper middle class. Petite bourgeoisie is lower middle class. Literally, the bourgeoisie are the people who live in towns (bourgs). The English equivalent is burghers, but it is never used in the more general sense as bourgeoisie is.
46.	Weltanschauung (pl.)Weltanschauungen	outlook on the world. If you think of looking out through a window, the idea is a little like "frame of reference." The basid idea is that the way things look depends on where were are looking from.
46.	ipso facto	by the fact itself. By definition. This suggests that facts speak for themselves. You will be warned during the semester that this is not true. Facts get their meaning from the theories by which we interpret the facts.
57.	Homo sapiens	literally, knowing man. A technical term for modern man in the evolutionary sense. Examples of earlier man are Neanderthal and Cro-Magnon.
58.	de rigeur	behavior which is required on the part of certain people or by all people who are in certain situations. Both ideas have basic sociological importance.
62.	guru	spiritual teacher. The idea has become so popular in the last few years that the word is now sometimes used humorously. This is a good example of how words tend to wear out when they are used too often without discrimination.
72.	déjeuner	the lunch. The debris is the trash which is thrown away. There are a great many jokes made about cannibalism. Ogden Nash wrote: Among the anthropophagi People's friends are people's sarcophagi.
72.	mores	customs that matter. To be distinguished from folkways, which are all kinds of customs. The French is moeurs (p. 155). Folkways and mores were frequently used terms in early American sociology, owing to the influence of a book by W.G. Sumner called <u>Folkways</u>. Never say "more" for the singular; it is <u>mos</u>. Most people avoid using the singular.

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87. Ménage — household. Ménage à trois, a man and two women in one household. Nowadays we must include other possible combinations.

89. modus vivendi — way of living (with a situation). Thus, a compromise. If you like police stories you are familiar with a similar latin term, modus operandi, usually called M.O.

100. Schlemiel — Yiddish for an unlucky character who does everything wrong.

107. raconteur — story teller, especially at a social gathering

108. mise en scène — stage setting. The plural is mises en scène.

113. lingua franca — a mixed language used for simple communication between people from different regions. Pidgin English was the lingua franca of the South Pacific. While the term means "free language", or a language free from rules, it is really not free from rules. The rules are just different from the ones we are familiar with.

Verstehen 126. — the German word for understanding. In sociology it means a highly personal, intuitive, understanding. This is very different from objective, quantitative inquiry which yields facts which can be checked by anyone.

135. pukka sahib — sahib is a respectful term of address; pukka sahib is more so.

142. salto mortale — a fatal leap, from which no return is possible: Think of jumping across a deep chasm from a high side to a lower side. You may not leap far enough to get across. Even if you do you can't jump back.

153. raison d'état — reason of state, or national interest. This is in contrast to personal or individual interests. The expression is most often used in connection with foreign affairs, but the idea is related to the general welfare concept in our constitution. There is much argument over whether there is general welfare that is not good for individual persons.

159. homme sexuel moyen — the average sexual man. Moyen is like the English word "mean."

jinn 160. — plural of jinni, usually genie in English. They were spirits in Moslem legend who could assume human or animal form.

161. condottieri — bandit. The plural is condottiere who were very common in Machiavelli's day. In fact, safe travel over long distances has existed only in connection with large, powerful nations.

SOCIOLOGY 34:1 001
INTRODUCTION TO SOCIOLOGY: PRINCIPLES
Spring Semester 1977
Part II

ASSIGNMENTS

The reading assignments for Part Two are as follows:
Gerhard Lenski, Human Societies, part two
Stephen Cole, The Sociological Orientation, chapters 2,4,6.

The results of the examination on part one should give you some guidance on how to study for the remainder of the course. You will be given an opportunity to go over the examination to see where you made errors and what the correct answers should have been. Often the source of the trouble is that you did not read the question carefully or perhaps you did not read all of the answers before making your decision. If you have special questions on any of the items, try to see either Mr. Massey or Prof. Wilmeth to discuss them. If you have not been attending a discussion section, perhaps you will decide that you should do so. Please note that the score for the first examination is only one-fourth of your semester grade and that what goes into the record is the numerical score, not the letter grade. At the end of the semester we will add up your total points and that will determine your final grade.

Since it is less than five weeks (counting the spring holiday) until the next examination, you should lose no time getting started.

DATE	LECTURE TOPIC
Feb. 23	Societies, Groups, and Institutions
Feb. 25	Family Structure
Feb. 28	Family Functions
Mar. 2	Family and Evolution
Mar. 4	Religion
Mar. 7	Religion and Evolution
Mar. 9	Power and Control in Society
Mar. 11	The Governing Classes
Mar. 14	Sociological Research
Mar. 16	Counting as a Social Tool
Mar. 18	Counting as a Sociological Tool
	(Spring Vacation March 19-28)
Mar. 28	Review Session at 8:30 and Examination at 6:30 p.m.

The examination will be conducted in much the same way as the first one. You will go to the same room as for the first examination.

Omitted from this edition of Prof. Wilmeth's syllabus are series of questions on the lectures and reading which are parallel in type to those presented for Part I of the course.

SOCIOLOGY 34:1 001
INTRODUCTION TO SOCIOLOGY: PRINCIPLES
Spring Semester 1977
Part III

ASSIGNMENTS

The reading assignments for Part Three are as follows:
Gerhard Lenski, Human Societies, part three
Stephen Cole, The Sociological Orientation, chapters 5,7,8,9
(Note that chapter 9 in Cole was also assigned in Part I.)

At this stage there is very little to add about procedures. You have been through two sets of lectures and two examinations, and if you have looked over the first examination before taking the second, you may have found some of the reasons that you missed certain kinds of items. You will have an opportunity to look over the second examination and the times for this will be announced as they were previously. We would like to remind you that the final will be comprehensive over the entire course. It is not possible to say exactly what proportion of the questions will be over part three, but we will attempt to make it about sixty percent, with forty percent over the first two parts. Certain very general questions will be difficult to classify. The important point to remember is that half your final grade will be determined by the final examination.

Aside from procedural matters, it should be emphasized that industrial societies are very new in human experience and in an evolutionary view they must be regarded as experimental. Industrialism is only about two hundred years old and most of the world is still not industrialized. We shall do everything we can to emphasize these facts and to keep you from considering industrial society to be the "taken for granted world " as Berger would call it.

DATE	LECTURE TOPIC
Mar. 30	Industrial Society
Apr. 1	Urban and Megalopolitan Society
Apr. 4	Mass Society
Apr. 6	Organizational Society
Apr. 8	Large Organizations
Apr. 11	Voluntary Organizations
	(Midwest Sociological Society Meetings Apr. 13-15)
Apr. 18	Goal Displacement
Apr. 20	Religion in Industrial Society
Apr. 22	Power and Stratification
Apr. 25	Elites or Pluralism
Apr. 27	Family, Personality, and Social Class
Apr. 29	Social Problems in Industrial Society
May 2	Social Action and Social Policy

Final Review Session: Time and place to be announced.

Final Examination: Time and place to be announced.

Omitted from this edition of Prof. Wilmeth's syllabus are series of questions on the lectures and reading which are parallel in type to those presented for Part I of the course.

Prof. Ida Harper Simpson
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Sociology 91 S
Introduction to Sociology
Fall 1975

Office: 253 Soc-Psych Bldg.

TEXT: (1) Leonard Broom and Philip Selznick, Essentials of Sociology; (2) Rosabeth Kanter, Commitment and Community; (3) Herbert J. Gans, The Urban Villagers; (4) Cynthia Epstein, Woman's Place; (5) Herbert H. Hyman, Political Socialization; (6) Travis Hirschi, The Causes of Delinquency.

COURSE PLAN: The course will be organized around the chapters in Broom and Selznick, Essentials of Sociology, and will consist of three different kinds of assignments. (1) We will read and discuss each chapter to gain a general understanding of its main idea(s). Each chapter presents major sociological concepts and theories, considered "essentials in sociology." The order of our study of the chapters will be shifted around a bit; the shifts will be noted in the assignments. Coordinated with study of each chapter will be two additional kinds of study. Your other texts are all monographs that study interesting social questions from a sociological perspective. (2) These will be read and discussed in conjunction with the chapters as shown on the class schedule. (3) A third activity will be short projects in which you take one or more ideas from the text or from a monograph and do a bit of research. They will be mini-term papers. The object is to gain some understanding and proficiency in "doing" sociology. The assignments will range from simple observations using concepts discussed in class or in the text to relating sets of different observations to each other to see if you can explain their relationships. There will be leaway in subjects of your projects, but not in the times when they must be handed in. I want to distribute the work load fairly evenly over the semester and not have a pile-up at the end. I will be hard-hearted and permit departures from schedule only in unusual circumstances, but I am open to reconsideration of a deadline for the class as a whole if for reasons other than simply to put off an assignment to another day. Project assignments will be discussed in class at the time when they are given out; I give the first one now so you will have some idea of the kind of activities expected of you.

EXAMS: They will be a mid-term and a final. There will not be an end of the semester term paper, nor is there a reserve reading list. Supplementary readings will be assigned when they appear needed to do your short projects.

CLASS SCHEDULE

DATE	TOPIC AND ASSIGNMENTS
Sept. 2 - 4	I. A SOCIOLOGICAL PERSPECTIVE: Broom and Selznick, Chapter 1 Assignment #1 List three kinds of sociological observations; Due Sept. 4
Sept. 9 - 16	II. SOCIAL ORGANIZATION: Broom and Selznick, Chapter 2 Assignment #2 handed out: From observations to a variable, from a variable to an explanation.
Sept. 18	III. CULTURE Broom and Selznick, Chapter 3

DATE		TOPIC AND ASSIGNMENT
Sept. 23 - 25	IV.	PRIMARY GROUPS Broom and Selznick, Chapter 5
Sept. 25		Assignment #2 due, discussion of your findings in class
Sept. 30 - Oct. 2		Gans, Urban Villagers
Oct. 19		Mid term
Oct. 9	V.	SOCIALIZATION Fitting the person to a group and/or a role Broom and Selznick, Sections 1,2, and 4 of Chapter 4
Oct. 14		Cultural transmission Assignment #3 handed out: content analysis of TV program comic strips, literature or some other medium, focus on stratification.
Oct. 16 - 21		Kanter, Community and Commitment Broom and Selznick (Reread Section 4 Chapter 2; note parallels to Kanter's formulation.)
Oct. 23 - 28	VI.	DEVIANCE Hirschi, The Causes of Delinquency
Oct. 30	VII.	SOCIAL STRATIFICATION Inequalities: Broom and Selznick, sections 1 and 2 of Chapter 6 Assignment #3 due; discuss findings in class
Nov. 4		C. Epstein, Woman's Place
Nov. 6 - 11		STRATIFICATION SYSTEMS AND MOBILITY Broom and Selznick, Sections 3,4, and 5 of Chapter 6
Nov. 13	VIII.	ASSOCIATIONS Broom and Selznick, Chapter 7 Assignment #4 handed out: list at least three associations connected with the line of work you expect to go into. You are expected to do a small project related to these or some other associations. Assignment sheet will give suggestions.
Nov. 18	IX.	COLLECTIVE BEHAVIOR Broom and Selznick, Chapter 8 Assignment #4 due; discuss findings in class
Nov. 20 - Dec 2		Hyman, Political Socialization
	X.	POPULATION AND ECOLOGY
Dec. 4 - 9		Broom and Selznick, Chapter 9
Dec. 4		Assignment # 5 handed out: small project on population using Census data Due Dec. 9

SAMPLE ASSIGNMENTS & PROJECTS

Assignment 2:

1. Select some situation that brings together individuals and that you can observe for at least a week. Examples include: visiting and eating patterns on you halls; seating arrangements and informal chatting before and after class in some class other than this one; clubs--who talks with whom, who talks to nn one, who is talked to, ect. From your observations, chart sociometric patterns: which person receives most communications; who directs interactions to that person; which of the interactions are reciprocated, ect. Sketch the relationships that exist among the persons in the situation you observe.

2. Explain the patterns you have observed. What conditions give rise to them? Proximity? Status of the person--academic class, sex? Control of resources--knows a lot of people; good student, ect.? (Or some other condition.) Do the variables (conditions) predict the low receipt of interactions by certain persons as well as the high receipt by others?

3. Consequences of the interaction. Select two matters pertaining to informal student life, recreation, or the like--e.g., clothing and personal grooming, favorite kinds of music, favorite kinds of non-academic reading. Ask the people you have observed what their opinions are on these subjects. Ask these same people what occupations they expect to enter, and what kinds of persons they would like to marry. See how much agreement there is on each of the things you have asked about. The main purpose is to see whether there is more agreement about matters important for the functioning of the group than about matters--however important they may be to the individual--that are not important for the functioning of the group. Another purpose is to see whether persons who interact most with each other have the most similar opinions about these things. (The more important something is for the functioning of the group, the more you would expect frequent interaction between persons to result in their having the same opinions about it.)

Assignment 3:

Select a medium of mass communication--TV, books, magazines, comic books, billboards, or some other. Analyze the content presented by the medium, to show the kind of cultural content it purveys. For example, one might select a television show about physicians. One could then write down mentions andobservations of physicians, their behaviors, and how others relate to them in the TV show. Types of things to examine might include physicians' status, their authority, what they do, what (if anything) they are not supposed to do, how others in specified social categories behave toward them, their social characteristics (race, ethnicity, age, where they went to school if mentioned, how they behave in nonwork roles such as those of spouse or parent if this is shown , ect.).

Or one might watch a number of morning, early afternoon, late afternoon, and prime time TV shows and list the occupations of men and women. Compare shows at different times of day--a proxy measure for young or old, male or female, or mixed audience--in the kinds of occupations in which women and men are shown.

Or: select cartoon and compare the images of father vs. mother and their relations to children, male and female. Or take comic books or the daily newspaper comics--or both of these, and compare them--and analyze the roles of the adults in them: who are the adults, what are their characteristics, wnatare their relationships with children, taking account of the sexes of the children and adults.

These are only possible examples. If you have questions, ask them in class or make an appointment with me.

104

Project #5:

Use aggregate data from the U.S. Census or some other source to show change or lack of change in a social grouping, or to compare two groupings, along some dimension. For example, trace changes in the relative income or education of Blacks and Whites for the U.S. as a whole or within different regions: observe changes in Black and White income by region from 1960 to 1970, for example. Or compare the specialization of foreign and native physicians, or the rural-urban distribution of male and female physicians by region. Or trace changes in relative income of the different regions.

Censuses and other potentially useful sources of data are housed in Documents.

Prof. Howard L. Sacks
Dept. of Anthropology/Sociology
Kenyon College
Gambier, Ohio 43022

Sociology 14
The Sociological Perspective
Fall, 1976

INTRODUCTION: WHY SOCIOLOGY?

It strikes me that to anyone embarking upon an investigation of a new discipline such as sociology, the first and most essential question to ask must be "why bother?" Actually, this is a question which we'll be keeping in mind throughout the course: what is the value of sociology, and to whom? At this point, however, let me suggest two answers to our initial question which will serve as an introduction to sociology and to this course.

First, sociology is involved with the study of human social behavior. When you stop to think about it, it is nothing short of amazing that the organized study of a topic as close to us as our own behavior has so recently begun (August Comte, who coined the name "sociology," did so about 1830). Compared to many of the physical sciences, sociology is quite a young science indeed. Yet the systematic understanding of our own behavior is obviously of value to us as individuals, as a group, a nation.

Secondly, sociology represents at the broadest level a perspective on social reality. A perspective is, simply, a way of looking at the world. As a perspective sociology offers us a disciplined method of looking at social behavior, of asking a particular set of questions about that behavior, and of providing some tentative answers as well. Clearly, sociology is not the only or ultimate perspective (theology, philosophy, psychology, history, ect. all have something to say about human behavior). But just as we get a better (i.e. more comprehensive and accurate) picture of an object by looking at it from numerous perspectives, so too we can obtain a more comprehensive understanding of ourselves as social beings by approaching that subject from the perspectives of numerous disciplines. It is my firm belief that sociology offers some valuable insights into the human predicament. The goal of this course is to introduce you to the sociological perspective and the insights that it holds.

STRUCTURE OF THE COURSE

It is not an easy task to neatly divide sociology (or I suspect, any discipline) into a clear set of exclusive topics with which to structure a course. Attempts to do so often have the negative consequences of creating artificial distinctions which misrepresent the nature of the field. However, to launch an investigation of a new discipline without the aid of some guiding structure would soon prove maddening. Thus, assuming that a little distortion is preferable to total chaos, the following represents the overall structure of the course. Remember that, although we are identifying certain sub-areas of sociology, <u>ideally</u> these areas should be interrelated into a more comprehensive system.

The course will be divided into four major sections. Following a brief introduction to the discipline, we will consider the basic nature of the social process. Here we will study how we as social human beings develop, how we learn the multitude of information which guides our behavior as individuals, and how we form in the course of this process a sense of self. A major theoretical perspective on this process (i.e. symbolic interactionism) will be presented, and we shall apply that perspective towards a better understanding of life in asylums. In section two we will see how much of our social behavior centers around the structure of groups. In particular, we will focus on class structure in contemporary society. Here we will consider the nature and sources of inequality in our society, as well as how inequality influences our behavior as individuals. Much of our work in this section will involve a consideration of the wisdom of Karl Marx, a major social theorist of the nineteenth century whose work spawned the development of communism in the Soviet Union and elsewhere. We will close our investigation of social class by assessing the efforts of communist countries at reducing social inequality.

In the third section of the course we will turn our attention to the interrelationships among institutions and social structures in industrial society. We will investigate how changes in one component of the society give rise to changes in other areas of the social system. In doing so we will consider another classical theorist of the nineteenth and early twentieth century, Max Weber. Finally, in section four we will attempt to integrate these aspects of sociology, to critically assess the nature and importance of sociology as a discipline, and to begin to provide an answer to the question posed in the introduction of this syllabus.

Granted, this is a very sketchy discussion. It is not meant to indicate all of the subjects with which we will deal during the semester. I call your attention to the more detailed set of questions at the end of this syllabus. This brief outline is presented in order to give you a feeling for the approach I hope to take in this course, and the directions in which I envision we will go.

AIDS AND RESOURCES

Classroom Activities: I hope to maintain a rather liberal mixture of discussion and lecture in the classroom. Learning is an active process, and I believe the only way we can assimilate a body of knowledge in a useable fashion is to reflect on that knowledge and exchange our ideas. Human behavior, which is the focus of sociological investigation, is something that we all engage in throughout our lives (a fact which has

advantages as well as disadvantages for the sociologist, as we shall see). Thus, we are all potential resources in this course. Through classroom discussions we can crystalize our ideas and formulate them into well articulated questions in our minds. At the same time, we can weigh our own experience relative to those of other members of the class to gain a clearer perception of the scope of the issues at hand. Our discussions will be amplified through lectures (and outside readings) concerning the scholarly work done by sociologists in the areas we consider. The anticipated result of this process is the integration of a sociological perspective with our own experiences toward increased understanding of human behavior.

Outside Readings: Obviously, we cannot cover in class more than a small portion of the material that can be brought to bear on the subject. Thus, some outside preparation is necessary. I have included those readings which make valuable contributions to our knowledge of each topic. In general, you will find much of the material somewhat difficult on first reading. I realize this, and have attempted to keep the volume down to a level that will allow you to reread material for greater understanding. If you give these readings your time and consideration, I feel certain that you will benefit from them.

All readings are on reserve at the library. However, the following books will be read in total, and I suggest that you purchase them:

Peter Berger, Invitation to Sociology: A Humanistic Perspective. Garden City, New York: Doubleday and Company (1963).

Erving Goffman, Asylums. Garden City, New York: Doubleday and Company (1961).

Liston Pope, Millhands and Preachers. New Haven: Yale University Press (1942).

Richard Sennett and Jonathan Cobb, The Hidden Injuries of Class. New York: Vintage Books (1972).

In addition to these books, we will be reading two volumes which will provide additional structure and breadth to the course;

Reece McGee, Points of Departure: Basic Concepts in Sociology. Hinsdale, Illinois & Dryden Press (1975).

Dennis H. Wrong and Harry L. Gracey (eds.), Readings in Introductory Sociology. New York: Macmillan Company (1972).

All of these books are available at the Kenyon College Bookshop.

A timetable of assignments appears at the end of the syllabus. I strongly urge you to begin reading immediately and keep up throughout the semester. Readings are assigned to complement in-class activities. The student who faills behind will receive fewer benefits from classroom discussions than those who keep up.

EVALUATION OF THE STUDENT

It is required by the College that I assess each student's progress in the form of a final grade. Even if this were not the case, I believe that feedback to the student concerning your mastery of the material presented is a necessary part of the learning experience. In keeping with the goals of this course, my evaluation of your work (and your final grade) will be based upon your demonstrated ability on four major examinations. A one-hour examination will be given at the end of each of the first three sections of the course. Each of these three exams will deal largely with the section of the course just completed. However, inasmuch as we are dealing with a single discipline, you will be called upon to integrate information from previous sections of the course as well. All of these examins will be essay in format. The final examination will be similar in form, but will include more questions and be longer in duration (i.e., two hours). Your grade in the short examinations will each count 20% of your final grade; the final examination will count 40%.

The dates of all examinations appear at the end of the syllabus. Exams are given only at these times. Only extreme and immediate physical or mental trauma will be considered as excuse for not taking an exam. Individuals missing exams without reasonable excuse will receive a grade of zero for that section.

RESPONSIBILITY OF THE INSTRUCTOR

Having stated my expectations of you, it is reasonable that you require certain things of me. In this respect I offer the following information:

My office hours are as follows:

Office: 22 Bailey House (Anthropology/Sociology Building)
Office Telephone: PBX 354
Office Hours: Monday-Wednesday 11:00-12:00
Tuesday-Thursday 2:30-4:00

If these office hours are inconvenient for you, please feel free to make an appointment with me before or after class, or by telephone. If you cannot catch me in my office, my home telephone is 427-4875. However, I request that you use this number only in dire circumstances.

AN OUTLINE FOR THE SEMESTER

Below is a general timetable for the semester, including a list of required readings and a set of questions to guide your investigation of each subject. Obviously, these readings serve as an introduction to the concerns of this course, and I urge each of you to read further in the sociological literature as your time and interest indicate. Each of the required books include a list of suggested readings. Reece McGee's text provides a fine set of suggested volumes at the end of each chapter. I will suggest additional materials in the course of our classroom discussions.

I. Becoming a Member of Society (September 10-October 1)

What does it mean to be a member of society? What knowledge do members of a society share? What is the process through which this knowledge is transmitted to new members of the society, and why is this process so important? How is knowledge about society related to feelings an individual holds regarding his or her self image?

Why do individuals possess "deviant" knowledge about society? What are the implications of such deviant views of social reality? How does society deal with such deviant knowledge? How do individuals respond to being labeled and treated as "deviant"?

Readings:

September 10 — McGee, Chapter 2. "Culture and Society: The Most Fundamental Ideas."
Blake and Davis, pp. 84-93*. "Norms, Values, and Sanctions."

September 15 — McGee, Chapter 3. "Socialization and Personality Development."
Mead, pp. 61-70*. "The Development of Self in Social Interaction."
Cooley, pp. 70-73*. "Primary Groups."

September 17 — Hannerz, pp. 254-64*. "Roots of Black Manhood."
Berger, pp. 277-86*. "Almost Endless Adolescence."

September 20 — McGee, Chapter 7. "Deviant Behavior."

September 24 — Goffman, pp. 1-124 in Asylums.

September 27 — Goffman, pp. 125-169 in Asylums.

September 29 — Goffman, pp. 170-320 in Asylums.

Examination Date: October 1

II. The Structure of Society (October 4-October 29)

Readings:

October 6 — McGee, Chapter 10 (see, in particular, the section on "Conflict Theory."). "Conflict Theory and American Race Relations."
Marx and Engels, pp. 166-175*. "Class Struggle and the Change from Feudalism to Capitalism."

October 11 — Baltzell, pp. 408-416*. "The American Metropolitan Upper Class."
Mills, pp. 417-425*. "The New Middle Class."

*Indicates selection is to be found in the Wrong and Gracey reader.

October 13	Fromm, pp. 188-196*. "Karl Marx's Theory of Alienation." Lenski, pp. 425-430*. "The Industrial Working Class." Miller and Riessman, pp. 430-437*. "The Working Class Subculture: A New View."
October 15	Sennett and Cobb, pp. 1-188 in The Hidden Injuries of Class.
October 18	Sennett and Cobb, pp. 189-242 in The Hidden Injuries of Class.
October 20	Sennett and Cobb, pp. 243-271 in The Hidden Injuries of Class.
October 23	Davies, pp. 136-45*. "Toward a Theory of Revolution."
October 25	Bell, pp. 471-77*. "The Future of Work in the Modern Economy."
October 27	Flacks, pp. 477-491*. "Young Intelligensia in Revolt." Heilbroner, pp. 491-510*. "The Future of Capitalism."

Examination Date: October 29

III. Interrelationship and Change Among the Institutions of Society (November 1-December 1)

How are the institutional structures of society related? Are these relationships static, or do they change over time? In what ways do they change? In other words, can we identify any continuous directions in which change occurs? Do changes in one institution of society affect other institutions? What does this suggest about the overall structure of society?

What is the importance of religion in the process of social change? What changes can we identify in the institution of religion itself? To what extent are these changes a reflection of changes in other sectors of society? To what extent do changes in the religious sector cause changes in other institutions?

Readings:

November 1	McGee, Chapter 4. "The Organization of Society." Gerth and Mills, pp. 110-114*. "Components of the Social Structure." Weber, pp. 326-331*. "Formal Characteristics of Bureaucracy."
November 5	Redfield, pp. 115-128*. "Human Society Before the Urban Revolution." Vidich and Bensman, pp. 311-323. "The Country Town and the Mass Society."
November 10	Simmel, pp. 196-205*. "The Metropolis and Mental Life." Durkheim, pp. 206-213*. "The Anomie of Modern Life."
November 12	McGee, Chapter 5 (pp. 111-137). "American Social Institutions: The Family." Wrong, pp. 229-235*. "A Brief Social History of the Family." Zakuta, pp. 235-243*. "Equality in North American Marriages."
November 15	McGee, Chapter 5 (pp. 138-160). "American Social Institutions: Religion." Weber, pp. 214-220*. "Science and the Disenchantment of the World."

*Indicates selection is to be found in the Wrong and Gracey reader.

November 17 Weber, pp. 175-187*. "Protestantism and the Rise of Modern Capitalism."

November 19 Pope, pp. 1-204 (skim pp. 141-204) in Millhands and Preachers.

November 29 Pope, pp. 205-330 in Millhands and Preachers.

Examination Date: December 1

IV. Why Sociology? (December 3 to December 15)

Having spent a good deal of time investigating numerous concerns within sociology, the time has come to reflect on these materials and the discipline which they represent. What are the boundaries of sociology as a discipline? How does sociology differ from other disciplines concerned with human behavior (i.e., anthropology and psychology)?

What is the purpose of the sociological endeavor? What is the role of the sociologist in the society? What should it be?

How do we know what we know in sociology? In other words, what passes for facts in sociology? What different types of information are collected by sociologists, and how are they useful to understanding social behavior? By what methods do we acquire such information? Are these methods bias-free? Should they be?

Readings:

December 3 McGee, Chapter 1. "The Nature of Sociology."
Berger, pp. 1-53 in Invitation to Sociology.

December 6 Redfield, pp. 7-18*. "The Art of Social Science."
Berger, pp. 54-65 in Invitation to Sociology.

December 8 Nisbet, pp. 549-55*. "A Most Extraordinary Thing: The Debate Over Objectivity in Sociology."

December 10 Berger, pp. 66-150 in Invitation to Sociology.

December 13 Gouldner, pp. 542-549*. "Toward the Radical Reconstruction of Sociology."
Gamson, pp. 555-561*. "Sociology's Children of Affluence."
Berger, pp. 151-176 in Invitation to Sociology.

Examination Date: Scheduled time during final exam period.

*Indicates selection is to be found in the Wrong and Gracey reader.

Sociology 14
Howard L. Sacks

February 9, 1976

EXAMINATION 1 BECOMING A MEMBER OF SOCIETY

Of crucial importance to the societal process is the construction and maintenance of order, i.e. of regularized patterns of interaction. George Herbert Mead has linked the maintenace of order as well as the disruption of that order to the development of the social self.

In what ways does the socialization process as described by Mead account for regularities in social interaction? What characteristics of socialization allow for behavior which would disrupt regular patterns of social action?

Goffman's analysis of asylums describes in detail the process of socialization in total institutions. In your answer, be sure to utilize Goffman's study to illustrate the relevant forces which you identify in the socialization process.

EXAMINATION 2: THE STRUCTURE OF SOCIETY

Analyze the attached advertisement from a Marxist perspective on social structure and inequality. In your answer, be sure to consider the following questions:

1. How would Marxist theorist respond to the first paragraph of this advertisement? In other words, to what extent would a Marxist theorist see the choices we make (such as the one in the advertisement) as being class structure in such decision-making?
2. According to Marxist theory, is the "freedom" discussed in the second paragraph of the advertisement (e.g. the consumer's "right to accept or reject") true freedom? Why or why not?
3. Why, according to Sennett and Cobb is it necessary for corporations such as Union Camp to present such advertisements to the American public? In other words, if the American public accepted the point of view expressed in this advertisement, how would that benefit Union Camp and other similar corporations?

Prof. Sacks attaches to the above, a copy of an advertisement containing the narrative reprinted below. The advertisement pictures a tailor with a rack of clothing of different styles centered between two male models one dressed in sport-jacket and slacks, the other in a more formal business suit.

THE CHOICE IS YOURS. . . . .

...and forunately in our free society, the decision is entirely up to you. No central authority tells our clothing industry what styles to produce. And no one tells you what to wear.

It's typical of the kind of decisions you make day in and day out, in hundreds of ways involving thousands of products. It's a form of product planning unique to our free enterprise system. And it gives you, the consumer, the freedom of choice--the right to reject or accept. To buy. Or, not to buy.

Companies like Union Camp grow by providing the kind of products people and industry accept and buy. The better our products-the steadier we grow.

Whether you dress way in or way out doesn't matter. What really counts is you and your right to pick the things that suit you best. That's a perfect fit. That's the American way.

UNION CAMP/Growing in more ways than one.
Union Camp Corporation

Intro #7, page 8

Sociology 14
Howard L. Sacks

April 16, 1976

EXAMINATION 3 INTERRELATIONSHIP AND CHANGE AMONG THE INSTITUTIONS OF SOCIETY

Social Theorists have characterized the development of Western societies as a transition from gemeinschaft to gesellschaft. The growing rationalism associated with this change has involved an increase in the specialization of the institutions within these societies.

Select an institution in American society (e.g., family, religion) and discuss its development over the past two hundred years. In your answer, be sure to consider the following:

1. What are the functions which that institution currently performs in the society (recall the various categories of functions noted by Parsons and Merton)?
2. What are the changes which that institution has undergone with the rise of industrialism in America? To what extent can these structual changes be related to economic forces? To changes in ideology?
3. What changes in the functions of the institution have occurred along with the changes in structure?

FINAL EXAMINATION

1. It has been suggested by some that the knowledge comprising sociology presents an overly deterministic view of human behavior. In other words, a sociological perspective on human behavior presents an image of individuals as being at the mercy of social forces. Peter Berger presents this points of view in the following passage:

> . . . .Society is external to ourselves. It surrounds us, encompasses our life on all sides. We are in society, located in specific sectors of the social system. This location predetermines and predefines almost everything we do, from language to etiquette, from the religious beliefs we hold to the probability that we will commit suicide...society antedates us and it will survive us. It was there before we are born and it will be there after we are dead. Our lives are but episodes in its majestic march through time. In sum, society is the walls of our imprisonment in history.

   A. To what extent is such a deterministic view valid? To what extent is determinism evident in the ideas of George Herbert Mead, Karl Marx, Max Weber, and Talcott Parsons? (Be sure to consider those ideas which do suggest social determinism as well as those that <u>do not</u>).
   B. What strategies are suggested by Peter Berger to overcome the determinism of societal forces and achieve some measure of individual freedom? What role does sociology play in those strategies?

   (NOTE: Question #1 counts 2/3 toward your grade on the final examination).

2. Sociology depends upon empirically collected information as the basis of its knowledge. To be reliable, the observations comprising sociological knowledge must be collected objectively, i.e. our methods must be value-free.

   To what extent is sociological knowledge "value-free"? What factors make value neutrality especially difficult in gathering sociological observations? Do these same difficulties offer certain unique advantages to the sociologist studying human behavior? How are these advantages reflected in qualitative research such as that of Goffman or Bennett and Cobb?

   (NOTE: Question #2 counts 1/3 toward your final examination grade.)

Prof. Richard Adams
Department of Sociology
Lewis and Clark College
Portland, Oregon 97219

Sociology 101
The Study of Society
Fall 1976-1977

Contents

Purposes and Goals 1
Texts 1
Class Format..... 1
Requirements & Evaluation 1
Participation in Class..... 2
Class Attendance 2
My Availability to You 2
Sample "Social Situations" for analysis (Assignments) 3-5
Comments by Prof. Adams on his Assign... 6

Purposes & Goals:

This course is designed as an introduction to the discipline of sociology for students with limited or no background in the field. Its major purposes are the following:

a) to introduce important sociological concepts and frames of reference; and
b) to enahnce your ability to apply sociological perspectives to your own world.

The philosophy underlying purpose "b" is that the simple memorization of concepts and their definitions educates you only in the most limited sense. In contrast, the best possible education you could get in and through sociology lies in the internalization of sociological concepts and frames of reference to the point that they become a significant part of your world-view.

In order to achieve these purposes, you will be expected to do considerable reading and a fair bit of writing, the specific expectations in each of these areas being laid out below. The nature of these expectations is quite explicit. Some of you, however, may find that other modes of exploration and expression are more appropriate to your own learning style. If this is true for you, all of the requirements listed below should be considered negotiable, but changes in them will require mutual agreement between you and me.

Texts:

Peter Berger, Invitation to Sociology: A Humanistic Perspective
Lewis Coser, ed., Sociology Through Literature, 2 ed.
Laud Humphreys, Tearoom Trade: Impersonal Sex in Public Places
Elliot Liebow, Tally's Corner: A Study of Negro Streetcorner Men

Class Format:

Most of the classes will be run on a discussion basis, and very few will be purely lecture. As a result, you will be expected to:

a) read the assigned materials in a way which will allow you to ask and answer questions and carry on informed conversations about the issues involved; and
b) be involved in class discussions.

Requirements & Evaluation:

All of the following requirements must be completed in order for you to receive credit for the course.

1. Two essay tests, each of 2 hours duration. These tests are designed to assure your involvement with the material and to provide you with a significant intellectual challenge in integrating materials and concepts. Evaluation of your success in synthesizing and integrating them. Tests are presently scheduled for:
Friday, Oct. 8, and

Friday, Nov. 5. Each will count 10% of your final grade.

2. Four papers, each four or five typewritten pages (or the equivalent handwritten). All will involve sociological analyses of social situations. The first and third will be written situations, taken from a novel or short story, which I will give to you along with the concepts to be used in the analysis. The second and fourth papers will deal with social situations in which you have been involved, and you must decide which of the concepts that we have dealt with in class are relevant and should be included in the analysis. I will evaluate your papers on the basis of how accurately and thoroughly you have used the relevant concepts. You should be aware, also, that virtually all of the concepts that we will use are interrelated, and that an important factor in my assessment of your papers will be the extent to which you have demonstrated an understanding of that interrelationship.

Due dates for the papers are presently set as follows:

Paper #1	Tues., Sept. 28
Paper #2	Tues., Oct. 12
Paper #3	Fri., Oct. 29
Paper #4	Fri., Nov. 12

Each paper will count 15% of your final grade.

3. A final exam, in the form of a written social situation which I will give you, which you must analyze in sociological terms, using as many sociological concepts as can be meaningfully applied. For this exam you will be expected to be conversant with all of the concepts dealt with in the course. Unlike the first and the third papers, you will not be supplied a list of relevant concepts. My evaluation of your final exam will be absed on the same criteria as my evaluation of your papers. The final will count 20% of your final grade.

(Please note that plagiarism or cheating of any kind on tests, papers, or final exam will result in your failing the course. If you have any questions on the writing of papers, please see me.)

Participation in Class:

Significant contributions to the class process will defintely enhance your grade.

Class Attendance:

It is my expectation that you will learn considerably more if you are present for and involved in class discussions, and I therefore strongly encourage regular class attendance.

My Availability to You:

There will be few times that I won't be available to you on an individual basis for conversation, assistance, ect. (Examples: 2nd & 7th periods, when I will be in class; after 10:30 p.m.; a few hours per week set aside for research.) You can find me in Huddleston House #1 during my office hours and almost any other time by appointment. My phone is ext. 391.

Dick Adams

Prof. Richard Adams
Sociology 101

Spring 1976-1977

Social Situation #1

Apply as much sociological insight as you can to the following situation. Due April 20th.

"He closed his eyes, for they burned from all the crying he had done these past few days. Enough. He had slept and everything had been washed away with that sleep. Now he was relaxed, with a sense of sorrowful emptiness. Let the casket be closed and carried away with all it held of his past life.

But since she was still there...

He jumped to his feet and tottered. They caught him and, with eyes still closed, he allowed himself to be led to the open casket. When he opened his eyes and saw her, he called her by name, her name that lived for him alone, the name in which he saw her and knew her in all the fullness of the life they had shared together. He glared resentfully at the others daring to stare at her lying still in death. What did they know about her? They could not even imagine what it meant to him to be deprived of her. He felt like screaming, and it must have been apparent for his son hurried over to take him away. He was quick to see the meaning of this and felt a chill as though he were stripped bare. For shame - those foolish ideas up to the very last, even after night-long sleep. Now they must hurry so as not to keep the friends waiting who had come to follow the coffin to the church.

"Come on, Papa. Be reasonable."

With angry, piteous eyes, the bereaved man turned back to his big chair.

Reasonable, yes; it was useless to cry out the anguish that welled within him and that could never be expressed by words or deeds. For a husband who is left a widower at a certain age, a man still yearning for his wife, can the loss be the same as that of a son for whom - at a certain point - it is almost timely to be left an orphan? Timely, since he was on the point of getting married and would, as soon as the three months' mourning were passed, now that he had the added excuse that it was better for both of them to have a woman to look after the house.

Now the one vital thing to keep him going was his curiosity as to how their new home would be arranged. Where, for example, were they going to have him sleep? The big double bed had been removed. Would he have a small bed? He wondered. Yes, probably his son's single bed. Now he would have the small bed. And his son would soon be lying in a big bed, his wife beside him within arm's reach. He alone, in his little bed, would stretch out his arms into thin air."

Concepts to be used: Definition of the situation, Role, Norm, Socialization, Social Control

(This situation is from Luigi Pirandello, "A Soft Touch of Grass.")

Prof. Richard Adams
Department of Sociology
Lewis and Clark College
Portland, Oregon 97219

Sociology 101
Study of Society
Fall 1976- 1977

Social Situation for Paper #3

The boy, who was five years old and only an inch or so taller than the horseweeds, came and stood at her knee, asking questions with his eyes. She smiled at him. "Nothing happened," she told him. "Nobody came. Nothing happened. Remember, if they ask." He nodded. She handed him a willow twig. He peeled the bark with his teeth, as she had done, chewed the bark for a moment, tasting the green bitterness, and spat it out. "Go catch a grasshopper," she said, and he went back among the weeds.

She waited half an hour. Then they came, up the street and around the house. They came and stood in front of her, the tall man man who always came when there was trouble, the short fat one from the sawmill, and Blue Elk, with his squeaky shoes, his black coat and derby hat, his wool-bound braids, his air importance. She looked up at them, each in turn and she clapped her hand to her mouth and began to wail. "You bring trouble," she cried. Then, to Blue Elk, in the Ute tongue, "My man is hurt?"

The tall man, the sheriff, watched her and said to Blue Elk, "See what she knows."

Blue Elk rubbed his hands together. They were the soft hands of a man who has not worked for a long time. He said, "Bessie! Stop the wailing. The wailing is for another woman. Let her make the mourning."

"My man is not hurt?"

"You know he is not hurt. Where have you hidden him?" They both spoke in Ute.

"He is not here. Why do you come here for him?"

"He was here. He came here."

"If you know this, then find him." She gestured toward the house.

"What does she say?" the sheriff asked.

"She says he is not here. She says we should look."

The sheriff and the sawmill man went inside. She sat waiting. She asked Blue Elk, "Why do you want my man? What happened?"

"He killed a man."

"Who?"

"Frank No Deer."

"That one." Scorn was in her eyes.

"I know. Frank was a thief, a no-good. But George killed him. Where did George go?"

She shrugged.

The sheriff and the sawmill man came back. "No sign of him. What does she say now?"

Blue Elk shrugged. "Nothing."

The sheriff and the sawmill man talked in tones. Blue Elk turned to her again. "Where is the boy?"

She glanced about the weed patch before her eyes met Blue Elk's. She waved her hand vaguely. "Boys play, go where they will."

"They will watch you, " Blue Elk said, still in the Ute tongue.

"If they want me, I am here."

The sheriff turned to Blue Elk. "Tell her we'll find him if we have to run down every little bunch of Utes in the mountains, every fishing and berry camp. If he was here, he covered his tracks. Or she did. Tell her we'll find him."

Blue Elk said to her, "You heard. For the cost of two horses I could settle this."

"I have not the cost of two horses."

"One horse," Blue Elk offered.

She shook her head. "I have not the cost of one goat."

"What does she say?" the sheriff asked.

"She says he did not come here. She says she has not seen him."

"I think she's lying."

"My people," Blue Elk said in English, "do not lie."

Concepts to be used: role, norm, social, stratification, definition of the situation social control

(This situation is from When the Legends Dies, a novel about Native Americans by Hal Borland.)

118

Prof. Richard Adams
Sociology 101

1974-1975

Final Examination

Duration: 3 hours maximum. Open Book. To be completed and return to my office, Pleasants 303, when completed.

Apply as much sociological thought as you can to the following situation:

Ravi gave in. It did not really matter to him which beach they went to, except that it seemed silly to come this far... Still, it was a nice beach, he would not gainsay that, both popular and fashionable. If you wanted to see life you came here, and everyone else came here too. Pretty girls and young men, the fair children of the rich in the care of dark brown ayahs /nannys/, and poor children looking after one another, and long shiny limousines carrying smooth sleek people, and shabby richshaws disgorging shabby young married couples. In fact, if you wanted to see a satisfying democratic shake-up of society, with judges - however briefly - cheek-by-jowl with jutka-wallahs /hand-cart pullers/, it was to this central beach that you came.

Sometimes envy of the wealth he saw overcame Ravi. The cost of just one of those cars that purred along the Marina would, he felt, keep him and his family over half a lifetime. How did anyone ever earn so much? He would never, not if he sewed a dozen shirts in a dozen hours every day of the week for a dozen years.

"The rich," said Nalini, wiping sand from Raju's mouth, "have their problems, I daresay."

"I daresay," said Ravi dryly. Their big problem, as far as he could see, was to avoid sharing their wealth with the beggars who surrounded them. They shouted, and their faces grew mottled, and some had even brought servants to act as defenders. The latter were often twice as imperious as their masters. One such scene was going on near them, where a beringed merchant and his plump jewelly lady sat placidly enjoying the sea-breeze, guarded by a green-belted peon /servant/. Several beggars had already been warded off, but now a young beggarwoman, bolder than the rest perhaps because of the thin blind baby she carried, evaded the servant's arm and managed to get to within a foot of the placid couple. There she stood, begging, rattling her tin, exhibiting the baby's sad little face to the couple who sat unmoving, stolidly, even patiently listening to the spate of pleas; and then, seeing they were not to be easily parted from their money, she fell at their feet, grasping the hems of their clothes. Still neither moved, neither the man nor the woman; it was the peon who, heaving and struggling, eventually managed to haul her off, sending her sprawling as he pushed her aside with his master's walking stick. She fell neatly, like an acrobat in the soft sand, her child on top of her; then she picked herself up, pouring out a stream of abuse as she gathered her rags about her and stalked away.

"These ____" Ravi swore. "They can't even do their own dirty work!"

"Nor would you," said Nalini, "if you could afford someone to do it for you."

"They're not clay, are they," Ravi said, "to be treated like dogs?"

"No, but beggars are different people," said Nalini. "Now don't say in what way, they just are that's all, in the same way that we aren't the same as they, now are we?" She gestured at the couple who, despite their demeanor, must have felt their peace disrupted, for they were making preparations to go.

- From A Handful of Rice, a novel about India by Kamala Markandays

Comments by Prof. Adams on his Assignments Using "Social Situations"

In his introductory sociology course (and in other courses), Prof. Adams makes use of "descriptions of social situations" which his students analyze using sociological concepts. Class exercises, assigned papers and examinations focus in large part on analysis of these social situations which Prof. Adams draws chiefly from literary sources.

On the top of page 2 of his syllabus, Prof. Adams gives his students an overview of how these social situation descriptions will be used in the course. "When Prof. Adams asks students to "analyze" these situations, he is asking them to look at some event or incident and attempt to focus on that using sociological concepts." /I chiefly employ/...a symbolic interactionist point of view.... I do not ask the students to bring a theoretical perspective to bear on the situations."

"Students tend to find assignments like these 'hard' - that is, they have never done anything like them before and they're not quite sure how to proceed. I give them guidelines, such as those in the syllabus about interrelating the concepts, and I try to indicate in class well before the assignment is due just how the concepts are interrelated. In addition, I have them go out in pairs several times for a half-hour each, observing social settings and social interaction around them. They have directions to focus on the settings in terms of specific concepts which they will later use in their analysis. I've enclosed an example of a form which they are to use in this observation (see below). These are ungraded exercises designed to enhance their ability to see the world sociologically. There are obviously many other kinds of exercises they could do to produce the same sorts of results.

"In any case, I tell them that I don't expect them to start off as accomplished sociologists, but I do expect them to be explicit in relating concepts to situations and concepts to each other. The results are not uniformly encouraging, but there does seem to be clear evidence of sociological 'growth' in the cumulative efforts of most students. In any case, the process is infinitely better, in my estimation, than memorizing concepts so that one can match, identify, and fill in the blanks!"

Name _____

Sociology 101 Observation Form Spring 77

Position (status): _____

How did you determine the position:

Role (specific behavior): _____

_____

Norms (evidence of behavior guidelines): _____

_____

Prof. Harsha N. Mookherjee
Dept. of Sociology
Tennessee Technological University
Cookeville, Tennessee 38501

Sociology 301
Advanced Principles of Sociology
Spring, 1977

Course Organization and Requirements

In this course it will be necessary and useful to consult other sources on the topics dealt with in your text and in the lectures. Needless to say, this course consists of a superficial treatment of Functional Analysis and must be supplemented with some exposure, in depth, to several Sociological articles and books on the subject. Moreover, a serious student should do a little reading on his own. To this end you will be assigned several items to review throughout the quarter. The following guide will prove useful as a way to handle each review:

1. The assigned readings are of two types: (a) Those items marked with an asterick (*) are required to be read carefully and summarized on 5" by 8" note cards in a clear and reasonable manner. Certain writing standards (spelling, grammar, and the like) should be met. (b) The unmarked items are suggested readings. These items need not be summarized or handed in this quarter. However, you will be held responsible for them on the examinations.

2. Cards will be handed in on the assigned date, checked and returned for your file. (The dates will be announced in the classes.)

3. It is suggested that each abstract or summarization should include the authors date of collection, analysis and evaluation and/or conclusion process. To do this you may wish to write your abstract in terms of the following four questions: (a) What does the author do? What hypotheses are formulated? What phenomena are studied? What concepts, theories, ideas, notions, thoughts or hunches are discussed? (b) How does the author do it? What data are used? What is their origin? What methods are used? (c) What does the author conclude? Are the hypotheses, ideas, concepts, theories, ect., accepted or rejected? What conclusions are drawn? What new relationships are found, old ones are reaffirmed or rejected? Briefly, what are the major findings? (d) What is your evaluation if any?

Note: An aim of these reviews is to encourage students to go beyond simple reporting to gain some facility in applying ideas gleaned from the study to other data. Hit and run criticism is not acceptable. To assert is not to demonstrate. An allegation of some shortcoming in the study must be supported by evidence and argument.

Examinations

There will be two essay-type examinations including the Final examination. Final examination will include all materials to be covered throughout the quarter. First examination will carry 25 percent of the total grade and the Final examination will carry 50 percent of the total grade, and thus these examinations will cover 75 percent of the total grade points. The remaining 25 percent will be awarded on the basis of the assignments and class participations. There will be no make-up tests for missing any of the above examinations.

Dates of Examinations:

First examination on April 26, 1977
Final examination on May 28, 1977 (Saturday at 8:00-10:00).

COURSE OUTLINE AND ASSIGNMENTS

I. THE FRAME OF REFERENCE

1. Introduction
   a. Definition of Sociology
   b. Traditional strategies or Approaches in Sociology
   c. Groups and Subgroups
   d. Characteristics of Societies

Assignments:

Read: (1) Chapter 1 of your textbook;
(2) Dobriner, Social Structures & Systems, chapters 1 & 2;
(3) Handout distributed in the class;
(4) Mookherjee, "A Short Survey of Traditional Thoughts in Sociology," (distributed in the class);
*(5) Merton, Social Theory and Social Structure, pp. 308-326.

2. Institutionalization
   a. Social Positions
   b. Institutionalization
   c. Conformity and Specificity of the Norms
   d. Role conflict and Deviation
   e. Relations between Groups

Assignments:

Read: (1) Chapter 2 of your textbook;
(2) Chapters 3 & 5 of Social Structures & Systems by Dobriner;
*(3) Bredemeier & Stephenson, The Analysis of Social Systems, pp. 28-39;
*(4) Shibutoni, "Reference Groups as a Perspective," American Journal of Sociology, vol. 60, pp. 562-569;
*(5) Turner, "Role-Taking, Role Standpoint, and Reference Group Behavior," American Journal of Sociology, vol. 61, pp. 316-328;
*(6) Stouffer, "An Analysis of Conflicting Social Norms," American Sociological Review, vol. 14, pp. 707-717;
(7) Handout distributed in the class.

3. Structure and Function
   a. Structural Aspects of Social Systems
   b. Functional Problems of Social Systems
   c. Levels of Social Structure
   d. Social Functions and Dysfunctions
   e. Manifest and Latent Functions and Dysfunctions

Assignments:

Read: (1) Chapter 3 of your textbook;
(2) Chapter 4 of Social Structures & Systems by Dobriner;
*(3) Merton, "Manifest and Latent Functions," in Demerath & Peterson (ed.), System, Change and Conflict, pp. 9-75;
*(4) Bredemeier, "The Functional Analysis of Motivation," in Demerath & Peterson (edt.), System, Change and Conflict, pp. 367-373;
*(5) Davis, "The Myth of Functional Analysis as a Special Method in Sociology and Anthropology," in Demerath & Peterson (edt.), System, Change and Conflict, pp. 379-402.

*(6) Lockwood, "Some Remarks on "The Social System," in Demereth, & Peterson (edt.), System, Change and Conflict, pp. 281-291;
*(7) Demerath, "Synecdoche and Structural-Functionalism" in Demereth & Peterson (edt.), System, Change and Conflict, pp. 501-518;
*(8) Barber, "Structural-Functional Analysis: Some Problems and Misunderstandings, "American Sociological Review, vol. 21, pp. 129-135;
(9) Handout distributed in the class.

II. CULTURE AND SOCIALIZATION

1. Culture
   a. Elements in Culture
   b. Cultural Systems and Subsystems
   c. Culture and Race
   d. Culture and Environment
   e. Ethnocentrism
   f. Cultural Progress

Assignment:
Read: (1) Chapter 4 of your textbook;
(2) Handout distributed in the class;
*(3) Kluckhon and Kelley, "The Concept of Culture," in Ralph Linton (ed.), The Science of Man in the World Crises, pp. 78-106;
*(4) Kroeber, Anthropology: Race, Culture, Psychology, Prehistory, Chapter 7 on "Nature of Culture
*(5) Williams, American Society, Chapter 11, pp. 438-504.

2. Socialization
   a. Preliminary Observations
   b. Internalized Objects
   c. Conditions of Learning
   d. Stages of Socialization
   e. Internalized Roles as Prototypes
   f. Socialization of Adults

Assignment:
Read: (1) Chapter 5 of your textbook;
(2) Handout distributed in the class;
*(3) Child, "Socialization," in Lindzey (ed.), Handbook of Social Psychology, vol. 2, chapter 18;
*(4) Parsons and Bales, Family, Socialization and the Interaction Process, chapters 1 & 2;
*(5) Wrong, "The over-Socialized Conception of Man," American Sociological Review, vol. 26, pp. 183-192.

III. KINSHIP GROUPS AND SYSTEMS
1. Marriage and the Family
2. The Kinship System as a Whole

Assignments:
Read: (1) Chapters 6 & 8 of your textbook;
(2) Handout distributed in the class.
Write: (1) In a paragraph or two indicate an important social problem of this country you feel in this area, and point out some suggestions for solution.
(2) Discuss your problem in the class.

IV. THE ECONOMY AND THE POLITY
1. The Economy as a Subsystem of Society
2. Structure and Functioning of Political Democracy

Assignments:
Read: (1) Chapters 9 & 14 of your textbook;
Write: (1) In a paragraph or two indicate an important problem of this country (internal) you feel in any of the above areas (Economy & Polity), and point out your suggestions;
(2) Discuss your problem in the class

V. STRATIFICATION
1. Social Ranking and Social Classes
2. The Functions and Dysfunctions of Social Stratification

Assignments:
Read: (1) Chapters 18 & 19 of your textbook
Write: (1) In a page or two comment on the present structure of of the American Society
(2) Discuss your comment in the class.

Textbook: Harry M. Johnson, Sociology: A Systematic Introduction (New York: Harcourt, Brace & World, Inc., 1960)

Recommended text: William M. Dobriner, Social Structures and Systems (Calif: Goodyear Pub., 1969)

MATERIALS ON RESERVE IN THE LIBRARY
(For your use)

BOOKS:

1. Bredemeier, Henry C. & Richard M. Stephenson: The Analysis of Social Systems.

** 2. Dobriner, William M.: Social Structures and Systems.

3. Demerath III, N. J. and Richard A. Peterson: System, Change and Conflict.

* 4. Johnson, Harry M.: Sociology, A Systematic Introduction.

5. Kroeber, A. L. : Anthropology: Race, Culture, Psychology, Prehistory.

6. Lindzey, G. (ed.): Handbook of Social Psychology vol. 2.

7. Linton, Ralph (ed.): The Science of Man in the World Crises.

8. Merton, Robert K.: Social Theory and Social Structure.

9. Parsons, Talcott and R.F. Bales: Family, Socialization and the Interaction Process.

10. Williams Jr., Robin M.: American Society.

JOURNALS:

1. American Sociological Review, vols., 14, 21, & 26

2. American Journal of Sociology, vols., 60 & 61

* Textbook

** Recommended textbook

COURSE HANDOUTS

In addition to required reading (in Johnson, 1960 and Dobriner, 1969 and journal articles), Prof. Mookherjee requires his students to read a series of handouts which he has prepared for each major section of his course. These handouts are typically six pp in length and are very detailed introductions to course topics. In the handouts Prof. Mookherjee draws on or synthesizes writings of specialists in the particular field as well as including his own orientation.

Following are detailed outlines of several of these handouts.

HANDOUT #1: INTRODUCTION

Definition of Sociology
- Characteristics of Science
- Characteristics of Scientific Knowledge
- Scientific Knowledge versus "lay opinion"
- Steps in Scientific Research
- Common Hazards to Scientific Thinking
- Sociology as a Science

A Short Survey of Traditional Strategies in Sociology
- Social Organization
- Social Group
- Sub-Groups
- Characteristics of Societies

HANDOUT #2: INSTITUTIONALIZATION

Definition
Social Norms (Folkways, Mores, Laws, external and internal differentiation
- privileges and rights, obligations, role-sets, status, role)

Institutionalization (Conditions, application)
Social Institutions
Reasons for Distinction Between Social System and Pattern
Conformity and Social Control
Deviation from the Norm
Conformity and Specificity of the Norm
Role Conflict and Deviation
Reference Groups
In-Group and Out-Group

HANDOUT #6: SOCIALIZATION

Socialization defined
Conditions of Learning (reward, punishment, reinforcement)
Stages in Socialization
Internalized Roles as Prototypes
Socialization of Adults

Prof. William C. Martin
Department of Sociology
Rice University
Houston, Texas 77001

Sociology 203A
Introduction to Sociology
MWF 1:00-1:50 (E Hour)
Fall, 1976

This course is designed to introduce students to the principle concepts, theories, and methods of the field of Sociology. As an introductory course, it will not attempt to offer a complete understanding of the several sub-disciplines within Sociology. With diligent application, however, you should be able to learn a great deal more about Sociology than you now know, to decide whether or not you wish to study any more Sociology, and to pick up a few things that will make your parents uneasy when you go home for Christmas.

COURSE REQUIREMENTS

Because of the size of the class, it is not feasible to require term papers and field work projects, both of which I regard as desirable. The only requirements of the course will be three examinations, held on the following dates:

1. Wednesday, September 22
2. Wednesday, November 3
3. Final Exam - Exam Period

The exams will be administered in concert, rather than as take-home or self-scheduled. They will cover assigned readings and materials dealt with during the class period, including lectures, presentations by guest speakers, and special presentations such as films. The exams will be rather unexceptional exercises of the short-answer variety. I do not think that is an especially desirable type of exam, but reading hundreds of essays turns the brain into a quivering lump of jellied zeros and takes forever in the bargain. As the Scripture says, "Necessity is a mother!"

Some of you may wish to do work beyond this rather routine minimum. I will be glad to read and comment on term papers or other projects, and to cooperate in their preparation insofar as I am able. Additional work of this sort will be taken into consideration in assigning a grade for the course, primarily in cases near a borderline between grades. It will not, however, serve as a substitute for any of the three exams. Papers or projects should be closely related to the topics covered in the course, and should be cleared with me before undertaken. A good way to do this is to prepare a one-page summary of what you propose to do, including such items as a tentative outline and bibliography, and, in the case of a special project, a proposed plan of action.

OFFICE HOURS AND RELATED MATTERS

Many routine administrative matters, such as signing add-drop slips, can be handled before and after class. A tip: My memory for administrative details is not exceptional. I mean well: I am just not good at it. You will find that if you want me to write a letter of recommendation or return a newspaper clipping you have loaned me or look up something you need to know or change an incorrect grade, your chances of success are greatly improved if you will give me some sort of written document stating your desire. I promise I will not be offended. I also appreciate reminders.

Office Hours: My regular office hours are Wednesday and Friday, 2:15-4:15. My office is in Sewall 566. On occasion, I cannot be in my office at these times because of meetings or, for two weeks during the semester, because I teach a short course in Sociology at The Houston Police Academy. On such occasions, I will announce alternate hours. Usually, however, I try to be faithful to these hours and I will probably be around a good bit on Tuesday and Thursday afternoons. If necessary, I will arrange other hours by appointment, although I will not usually be available in the morning. You should feel free to drop by during office hours at any time, whether you want to talk about Sociology or anything else that happens to interest you.

If you need to reach me by telephone, I would prefer that you call me at my office rather than at home. My Extension is 3490. If I am not in, the secretary will take a message. Messages can also be left in my mail box in the department secretary's office, Sewall 567. You may also leave a message with the secretary of Richardson College at Extension 2579.

READING LIST

Abbreviations: ST: Society Today, Second Edition

RS: Schuler, et. al., Readings in Sociology, Fifth Edition
Readings will be designated by number rather than page.

AE: Annual Editions Readings in Sociology '76-'77
Readings will be designated by number rather than page.

RA: Ben J. Wattenberg, The Real America, Revised Edition

Explanations:

The Reading List has been designed to provide several types of materials:

1. The text, Society Today, presents an overview of the concept or topic to be discussed, with summary treatment of major approaches and important research.

2. The Schuler, et. al., Readings in Sociology, contains selections that illustrate one or more aspects of the topic. Many of these are classic pieces of Sociological Literature.

3. The Annual Editions Readings in Sociology '76-'77 contains, as the perceptive student might suspect, articles from professional, semi-professional, and popular journals that either discuss or illustrate these topics in a contemporary context.

4. The Wattenberg book, The Real America, provides: a) continuing access to the results of a major Sociological Resource--statistical data based on survey research--and b) as the cover says, "A Surprising examination of the State of The Union."

All readings will be drawn from these four books. Readings designated as "Recommended" should prove helpful in understanding or illustrating the topic under consideration, but no test questions will be drawn from these readings. At the least, you would do well to scan the recommended articles.

When you have finished reading this material, you should be able to amaze your friends both with the depth and scope of your Sociological expertise, plus (and a plus not to be taken lightly in these troubled times) a clear sense of its applicability to the thorny issues that beset Modern Person on every side.

The lectures, of course, will integrate the readings into a seamless whole, placing them in the larger context of the major contributions of humanity in the fields of the Fine and Liberal Arts, the other Social Sciences, and what some--usually people with pocket calculators and Hush Puppies--like to call the Real Sciences. Lest no attention to be given to the development of a sound body, I make a standing offer to meet any serious competitor in squash (the British ball only).

READING LIST

I. AN INTRODUCTION TO THE SOCIOLOGICAL STUDY OF SOCIETY (August 23-25)

What is Sociology and Why Do Some People Find it Interesting?

ST: Ch. 1 What is Sociology and How is It Possible?
RS: Prologue: Social Science in Liberal Education, pp. 3-11.

Can Sociology and Sociologists Be Objective and/or Scientific?

AE: #2 Howard S. Becker, "Whose Side Are We On?"

How Do Sociologists Go About Their Work?

ST: Ch. 2 Doing Sociology--Basic Methods.
Mimeographed Handout--Classics of Sociological Research
RS: #1 George A. Lundberg, "The Transition to Science in Human Relations"
#3 Paul F. Lazarsfeld, "What Do Attitude Surveys Tell Us?"

Recommended:
RS: #5 Samuel Hopkins Adams, "The Juke Myth"

What Kinds of Sociologies and Sociologists Are There?

ST: Ch. 4 Theoretical Perspectives

Recommended:
RS: #4 Robert K. Merton, "Manifest and Latent Functions"
AE: #3 John D. Heyl, "Paradigms in Social Science"

II. CULTURE: THE DISTINCTIVE COMPONENT OF HUMAN SOCIETY (August 27 - Sept. 1)

The Concept of Culture

ST: Ch. 3 Basic Concepts--Society, Culture, etc.
RS: #17 Kingsley Davis. "Final Note on a Case of Extreme Isolation"
AE: #10 George Leonard, "Language and Reality"

Biological and Ecological Factors Affecting Culture

ST: Ch. 5 "The Biological Basis of Society"
AE: #5 Edward O. Wilson, "Human Decency is Animal"
Example: Aggression
RS: #16 Robert Ascher, "Murder in Eden"
#6 Sally Binford, "Apes and Original Sin"

Recommended:
AE: #13 Adelbert Reif, "Erich Fromm: On Human Aggression"
#14 Steinmetz and Straus, "The Family as Cradle of Violence"

Example: Intelligence
RS: #7 Boyer and Walsh, "Innate Intelligence An Insidious Myth?"
#8 Richard Lewontin, "Race and Intelligence"

Example: Climate
RS: #13 Santha Rama Rau, "The Wind The Means Life To India"

Recommended:

Example: Population
ST: Ch. 23 The Population Problem
RS: #14 Philip M. Hauser, "What to do as Population Explodes, Implodes, and Displodes"

Example: Aging
AE: #8 Sula Benet, "Why They Live to be 100, or Even Older, in Abkhasia"

The Content of Culture

RS: #9 Vogt and Roberts, "A Study of Values"
#10 John Hostetler, "The Amish: A Cultural Island"
#11 Horace Miner, "Body Ritual Among the Nacirema"
AE: #11 William Arens, "The Great American Football Ritual"

III. BASIC ELEMENTS OF CULTURE (September 3-20)

Norms

RS: #12 William Graham Sumner, from Folkways
#13 Eileen Jordon, "Robert C. Sorenson's 'Adolescent Sexuality in Contemporary America'"
#18 Lillian Smith, from Killers of the Dream

Status and Role

ST: Ch. 7 pp. 121-127
RS: #19 Ralph Linton, "Status and Role," from The Study of Man
#33 James M. Henslin, "What Makes for Trust?"
AE: #49 Philip Zimbardo, "Pathology of Imprisonment"

Groups

ST: Ch. 8 The Nature and Variety of Groups
RS: #27 Charles Horton Cooley, "Primary Groups"
#28 John B. Holland, "Contrasting Types of Group Relationships"

Formal Organizations

ST: Ch. 9 Formal Organizations
RS: #31 Max Weber, "Bureaucracy"
#30 George C. Homans, "Social Relations in a Bureaucracy"
#32 C. Northcote Parkinson, "Parkinson's Law"
AE: #35 Robert L. Kahn, "Americans Love Their Bureaucrats"

EXAMINATION #1
Wednesday September 22

Following are the remaining topics treated in Prof. Martin's course. The original syllabus listed, for each of the topics, specific reading assignments drawn from the four course books. We have omitted them here to save space.

IV. THE ACQUISITION OF CULTURE: SOCIALIZATION (Sept. 24 - Oct. 8)

Primary Socialization (Sept. 24 - Oct. 1)
Secondary Socialization (Oct. 4 - 6)

Mid - Semester Break - No Class Oct. 8

Special Topics

Socialization and Women (Oct. 13)
Socialization and Popular Culture (Oct. 15)

V. SOCIAL DIFFERENTIATION (Oct. 18 - Nov. 1)

Social Stratification
Social Mobility
Consequences of Inequality
Ethnic Groups and Inequality

Examination #2 - Monday, November 1

VI. BASIC SOCIAL INSTITUTIONS (Nov. 3 - 7)

Family (Nov. 3 - 5)
Education
Work (Nov. 10)
Politics (Nov. 12)
Religion (Nov. 15 - 17)

VII. ORDER AND CHANGE (Nov. 19 - 22)

Social Intergration and Social Change (Nov. 19 -22)
Collective Behavior (Nov. 24 - 29)
Social Movements
The Future (Dec. 3)

STUDY GUIDES FOR EXAMINATIONS

Prof. Martin provides his students with detailed study guides for the entire course. They follow the major and minor headings of his course syllabus. On the following pages the study guides covering the first two major sections of the course. The remaining guides are similar in format. Prof. Martin comments on his study guides: "The point is to relieve anxiety yet require a good bit of work. It appears successful and I recommend it highly. Especially after the first exam, students learn to take the study guides seriously and I find it provides them with important reinforcement....useful in a class with 250 to 350 students."

Study Guide for
Examination #1
Sociology 203A
Fall, 1976

INTRODUCTION

What is Sociology?

1. What are some of the problems inherent in studying people?

2. What do Chase, Berger, Redfield, and Bierstedt see as the contribution Sociology, as part of a liberal education, can make to the life of an individual?

3. Berger uses the phrase, "transformation of consciousness," to describe the role of Sociology. What does he mean?

4. Redfield says that "a social problem is not a simple thing." What does he mean?

5. What difference does Redfield see between social sciences and physical sciences?

6. What similarities do Redfield and Bierstedt see between social sciences and the liberal and fine arts?

7. How can a social scientific explanation of a given pattern of social interaction be true at one time and false at another?

8. Discuss the relationship between Sociology and the observations of common sense.

9. As a means of distinguishing the approaches of the several social sciences, be able to indicate how psychologists, economists, anthropologists, political scientists, and sociologists approach the question of how best to reform the welfare system.

Can Sociology be Objective and/or Scientific?

1. What does Becker mean by the term, "hierarchy of credibility"?

2. In what circumstances does Becker think sociologists are more likely to accuse one another of bias--in political or apolitical circumstances? Explain.

3. How does Becker suggest that sociologists deal with the problems of bias?

How Do Sociologists Go About Their Work?

1. Be able to describe the following basic methods of Sociology:

   Participant Observation
   Experiment
   Survey
   Content Analysis

What are the strengths and limitations of each of these methods? Your understanding should be sufficient to enable you to fill in the chart on page 16 in Society Today. You will not be asked to reproduce the chart, but if presented with the headings on the left-hand column, you should be able to fill in the other cells if your understanding of the methods is adequate.

2. Various research studies are mentioned in this study guide and in the mimeographed hand-out "Classics of Sociological Research". You should be able to classify them as to the type(s) of method(s) used in each (if that can be discerned from the description of the research, which is usually the case).

3. A possible question to test your understanding of the methods and their applicability to various research problems might read as follows:

> (Description of the problem to be solved)
> What method would be most appropriate to find an answer to this question? Why would it be better than the other methods we have studied?

4. ST, Ch. 2, and the hand-out, "Classics of Sociological Research," describe several classic or representative pieces of research. You should be sufficiently familiar with these that you can supply the name of 1) the author(s), 2) the title or common designation, or 3) a general description of the research if presented with any one of the three items.

5. Lundberg, who sees (or would like to see) the social sciences as equivalent to the physical sciences (more so than the authors of RS-Prologue) gives several examples to support his contention. What are they? (Note: The Fondren Library at Rice subscribes to the Human Relations Area Files mentioned on p. 18--a particularly valuable resource for research in advanced Sociology and Anthropology courses).

   How does Lundberg believe the scientific public opinion poll might be used to facilitate democratic government?

6. What does Lazarsfeld's classic little send-up assert about the relationship between Sociology and common sense?

7. Terms to identify: (From ST and lectures)

Variable
  independent variable
  dependant variable
controls
statistical analysis
statistical significance
randomization
replication
spuriousness
population
sample
parameter
statistic
reliability
validity

What Kind of Sociologies and Sociologists Are There?

1. Identify the following general terms:

concept	hypothesis
theory	empirical data
parsimony	"other things being equal" (ceteris paribus)

2. Distinguish between micro-level and macro-level theoretical perspectives.

3. Be able to describe the basic aspects of the following perspectives and to recognize the names of the major figures associated with them:

Symbolic interaction	Major Figures: (These are not the only major figures, but they are mentioned in readings, and are certainly important).
Symbols	George Herbert Mead (Chicago)
Mind	Charles Horton Cooley (Chicago)
Self	Herbert Blumer (Berkeley)
Social Learning	Major Figures:
Operant Behavior	B. F. Skinner (Harvard)
Reinforcers and Punishments	George C. Homans (Harvard)
Interaction	
Behaviorism	
Functionalism	Major Figures:
System	Emile Durkheim
Balance, equilibrium	Bronislaw Malinowski
Manifest and latent functions	Talcott Parsons (Harvard)
	Robert K. Merton (Columbia)
	Kingsley Davis (Berkeley)
Conflict Theory	Major Figures:
Class struggle	Karl Marx
Class interests	C. Wright Mills (Columbia)
	Lewis Coser (Stonybrook)
	Gerhard Lenski (North Carolina)

CULTURE: THE DISTINCTIVE COMPONENT OF HUMAN SOCIETY

The Concept

1. Define Culture. What does the concept include? Distinguish between culture as used to refer to such activities as the symphony, ballet, etc., and culture as a social scientific term. Distinguish between cultural and non-cultural behavior, drawing on the works of Lorenz and Kluckhohn, as well as lectures.

2. Be able to discuss culture as the distinctive adaptive mechanism for human beings. Why do humans have to have culture in order to survive?

3. What is the chief implication, with regard to socialization, of the cases of the feral children, Anna and Isabelle?

The Concept (Cont.)

4. How does Isabella's development under training add credence to Piaget's theory of socialization?

5. Davis suggests two possible explanations for the differences in the speed of development between Anna and Isabelle after they were discovered and believed to be feebleminded. What are they?

6. What do these cases indicate about the relationship between language and culture?

7. At the conclusion of this article, Davis suggests we shall have to wait for other such cases to answer some of the unresolved questions. And yet, a fair number of unwanted, difficult-to-adopt children are born each year. It would be easily possible to take a few such children and rear them in various degrees of isolation, for various lengths of time. By so doing, some important scientific questions could be answered, perhaps once for all. Given the fact that only a few dozen children would be required, and that their lives probably would not amount to much anyway, why do you think Kingsley Davis does not seem to consider this a possibility? What are your feelings on the matter? How would you defend your position?

   Perhaps you feel such experiments would not be acceptable in America. Would you object to it if it were to occur in a country whose mores permitted it? On what grounds? If you agreed with Sumner about the relativity of morals (See Norms, RS #12), on what grounds would you contend that another culture--for example, Nazi Germany--should not conduct such experiments with human beings?

8. What are the natural capacities of humans that make culture possible?

9. Distinguish between culture and society.

10. Define the following terms:

culture shock	cultural relativity
ethnocentrism	accommodation
assimilation	

11. Define symbol. What is the difference between a symbol and a natural sign, such as the red glow of a burning coal? Be familiar with the function of symbols in culture.

12. Distinguish between
    denotative (or referential) symbols
    and
    connotative (or expressive) symbols

13. In what ways can it be said that language constructs reality? Give examples.

The Concept (Cont.)

14. George Leonard claims to have conducted an experiment numerous times, always with the same results. What is the experiment? How does he explain the results? How can this observation be related to the uneasiness many people, especially non-Christian, non-Baptist, and/or non-Southern people feel at Jimmy Carter's assertion that he has been "born again"?

15. How can what Leonard says be related to the shifts we have seen in so many forms of designation and address; e.g. Ms., Chairperson, Blacks, Native-Americans, Mexican-Americans?

Biological and Ecological Factors Affecting Culture

1. What is homocentrism? In what ways has biological research undercut homocentrism?

2. Explain how physiology and biology shape a human's potential as a social being. Distinguish between biological determinism and sociological explanations of human variability.

   Put another way, what physiological and biological characteristics of humans have fitted them particularly well for the development of culture?

3. How does human sexuality differ from animal sexuality? Discuss some of the consequences of these differences for families and child-rearing.

4. What is sociobiology? What are its primary emphases?

5. Be able to give several examples of apparent altruism in animals.

6. Wilson notes that if altruism is genetically based, it might be expected to disappear, since those who sacrifice themselves tend to lose the capacity to reproduce. What does he offer as a possible explanation for the genetic survival of altruism?

7. One of the key issues in the relationship between heredity and environment is whether or not aggression is genetic or cultural. Be able to summarize Wilson's arguments and conclusions on the matter.

8. Speaking to another of the key issues in this discussion, Wilson acknowledges he believes there are certain genetic differences between male and female behavior patterns. What does he see as the implications of this for social policy?

9. Wilson notes there is "a dangerous trap in sociobiology." What is that trap? What does he propose we can do about it?

10. American social scientists have been particularly reluctant to accept any view that suggests that important aspects of human life--aggression, intelligence, sex roles--are genetically based. What explanation can you offer for this circumstance?

(Example: Aggression)

11. Sally Binford summarizes Darwin's major statements on evolution. Know these and relate them to the ideology known as Social Darwinism.

12. On the basis of the articles by Binford and Ascher, as well as lecture material, describe the theories on aggression advanced by Robert Ardrey and Konrad Lorenz. Be familiar with Alexander Alland's response, complete with some of the supporting evidence he cites.

13. What is "beastomorphizing"?

14. Binford, summarizing the work of Sherwood Washburn and Irven DeVore, sets forth "several features of the way of life shared by monkeys, apes and humans that set them apart from other animals." What are these features?

15. Be familiar with Fromm's discussion of aggression, particularly his views on Freud and Lorenz.

16. What conclusions do you think are the most viable concerning aggression in humans and its relationship to aggression in animals? Incorporate material from Binford, Fromm, Ascher, and Wilson in your answer.

17. What does Jacquette Hawkes, cited in RS, p. 127, mean by her statement, "Every age has the Stonehenge it deserves--or desires"?

(Example: Intelligence)

18. Which people, in what kinds of societies, according to RS #7, are most likely to accept biological theories of inequality? Why?

19. You are probably smarter than most people. Do you think it is due to heredity or environment? What evidence would you give to support either position? Could your conclusion be related more to a prior ideology--e.g., egalitarianism or elitism--than to real evidence?

    Note the implications that flow from such views.

20. How does the assumption that people are unequal affect the American educational system?

21. On p. 59, col. 1, note how the values of psychologists (or sociologists) may affect their findings. Perhaps no issue in recent years has shown this more clearly than the question of the relationship between IQ and heredity.

22. Boyer and Walsh assume there is "potentially plenty for all." (RS, p. 62). How can this assumption be related to the position they seem to favor? If, in fact, there is not enough to go around, would this require adjustment in their recommendations?

23. Note that RS #8 deals with the key paper--Jensen's article in the Harvard Educational Review--in the current dispute over race and intelligence. Be certain you understand Jensen's argument and Lewontin's response to it.

(Example: Climate)

24. Had you thought people in India probably regarded the monsoon as a pain in the atmosphere?

25. What conclusions with respect to religion would you draw from the fact that the chief Vedic god, Indra, is a God of rain?

Identify:

ethology
rites of passage
genotype
phenotype
socialization
assortative mating
polygenic inheritance
instinct
cultural diffusion
acculturation
regression toward the mean
standard deviation

The Content of Culture

1. The article on the monsoon rain in India emphasizes how climate may shape a culture. RS #9, in contrast, describes how groups sharing essentially the same physical environment may develop strikingly different cultures. Be able to describe the difference between at least three of the five groups in their community organization and family life. How are these related to cultural values?

2. Like the Indians described in RS #15, the five groups described by Vogt and Roberts (RS #9), also respond to the presence or absence of rainfall in characteristic ways. Describe the difference between the groups.

3. Be able to give examples of the various techniques and practices the Amish use to maintain their socially constructed world intact.

4. Note that the Amish believe that contact between differing social worlds is often threatening to the security of at least one of them. Note also that they are correct.

5. From our perspective, it is fairly easy to think of negative aspects of Amish life. Can you think of some position aspects of the separatists nature of Amish life?

6. A strict Marxist interpretation of religion views it (as well as other institutions), as reflecting the economic substructure of the society that practices it. How well do you think this analysis applies to Amish society?

7. You will probably enjoy the mild, if somewhat obvious, satire of "Body Ritual Among the Nacirema." For a day or two, look at your own environment within the unifersity--your college, classes, Willie's Pub, etc.- and think about how you might describe them if you were a sociologist or anthropologist visiting from another culture. If you decide to write anything about your reflections--whether a paragraph or several pages--I would appreciate seeing it.

8. What examples does William Arens (AE #11) use to substantiate his claim that football has definite symbolic and ritualistic functions for American culture?

SAMPLE EXAM QUESTIONS

The following questions are actual or adapted examples taken from past exams. This should give you some idea as to the kind of questions you can expect on the exam.

1. IDENTIFY:

   regression toward the mean
   ethnocentrism
   etc.

2. DISTINGUISH BETWEEN

   prescriptive and proscriptive norms
   etc.

3. ASSOCIATE EACH OF THE FOLLOWING SCHOLARS WITH THE APPROACH THEY REPRESENT:

___Herbert Blumer	A. Conflict Theory
___Charles Horton Cooley	B. Symbolic Interaction
___etc.	C. etc.

NOTE: You will be expected to recognize the names of major scholars and to identify them with their positions or best-known studies. Be warned.

4. In (a given book), (the researcher) used (a given method). Why did he choose this method? Why did he not choose (X method) or (Y method)?

5. List three biological characteristics of human beings that necessitate a prolonged period of socialization.

6. Konrad Lorenz (On Aggression) and Robert Ardrey (African Genesis and The Territorial Imperative) assert that aggression is an innate drive within human beings. Sally Binford and Alexander Alland (The Human Imperative) disagree with him. How does Alland describe aggression? Cite two pieces of evidence offered by Alland and/or Binford to support their viewpoint.

Prof. Charles C. Langford
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Sociology 204
General Sociology
Fall 1974

Contents

I. COMMENTS (1977) By PROF. LANGFORD ON HIS FALL, 1974 COURSE 2
On Course Structure and Options
On Exercises

II. MATERIAL FOR GENERAL SOCIOLOGY 204 (a 26pp leaflet students were required to purchase for 45¢; 21pp included here) 4

Syllabus of Course

Plan of Course 4
Pre-test and post-test; procedures test; the 3 ways of earning a grade (lecture, small groups, independent learning ILS); Comparison of options
Grading 6
Grading scale, lecture and small group, ILS, extra credit
Class Format 7
Topic Order 7

Basic Terms
Definitions 8
Symbolic Summary 10
Application of Terms
Correct Application 11
Practice Examples 13

Methodology

General Discussion 14
Application to Popular Literature 19
Rules of Application
Symbolic Summary of Rules

Some Characteristics of Sociology 22

Groups
Formal and Informal Structures 24

III. ADDITIONAL SAMPLE EXERCISES ON METHODOLOGICAL ANALYSIS 25

COMMENTS (1977) BY PROF. LANGFORD ON HIS FALL, 1974 INTRODUCTORY SOCIOLOGY

On Course Structure & Options

This syllabus and attached exercises were used by Prof. Langford during the Fall, 1974 quarter at Oregon State University. His class had more than 80 students. Each student had to elect one of the three course formats offered: (i) lecture format--with attendance at lectures optional, a mid-term and final exam; (ii) small groups format--once a week small group discussion meetings, one written report, final required but midterm optional with 100% attendance at discussion meetings; (iii) independent learning format--no required attendance at any sessions, series of tests on segments of course, use of senior student proctors, use of Individual Learning System (ILS) materials. Prof. Langford chose this format because "different students learn differently."

All students had to take a pre-test (to assess knowledge and skills in sociology), a test on course options and procedures (prior to selecting an option), and a post-test (again to assess knowledge and skills).

Prof. Langford notes that this one-quarter course "was offered in this format only once as I got too nervous that some part of the three-pronged learning procedures might fall apart. This format," Prof. Langford explained, "calls for good administrative skills and a lot of administrative work on the part of the professor. While I had some senior undergraduate students to help serve as proctors for the independent learning option, I had no student assistants to help with the administration of this complex course and we have no graduate students here to assist faculty. With all the administrative work in this format, with no assistants and without a real knack for administrative detail, one can get burned out with this approach--you always have a lot of irons in the fire at one time."

Prof. Langford indicates that students resented the procedures test. While this test did not count toward the final grade, students had to pass the procedures test at a 90% level of proficiency before they were allowed to proceed with the course. Nonetheless, many students felt insulted by this requirement and in subsequent quarters, Prof. Langford shifted to a written contract which students signed indicating that they understood course procedures.

While this three-pronged approach was only offered once, Prof. Langford says that he thinks students in the lecture format learned most and students in the small groups option learned least. He says he knows that this finding is not consistent with research on personalized systems on instruction and perhaps the particular structure of the individualized learning approach needed development. "I know there are some people with real skepticism with the PSI format and I understand what they are saying. I've used the PSI format once since the initial offering and feel comfortable with the approach though I'm not a religious fanatic about it." He added that one of benefits to him of using the PSI approach was "getting to know well, the upper division students who served as proctors or assistants in the course. And for those of our advanced students who are considering graduate school in sociology and a career as sociologists, it gave them a taste of what teaching is like before they actually get into it."

On Exercises

One of Prof. Langford's concerns in his introductory course is that students develop the ability to apply sociological concepts to specific social settings and also that they develop skills to critically analyze mass media reports of research on policy issues. "I want people, when they leave the course, to be able to read newspaper articles with some intelligence even if they never take another sociology course in their lives."

For example, in the methodology section of his course, Prof. Langford gives a number of lectures on sociological methodology explaining both general ideas and procedures. He then analyzes, in class, several newspaper or magazine articles which report social science research. Students have copies of the articles he is analyzing. Additional media reports are used as exercises and as part of examinations. Similar procedures are used when the class learns to apply concepts such as values, norms, role conflict and institution to particular social settings such as "a university class of twenty students," "a meeting of the City Council," or "a family." Examples of materials used in analyzing and applying rules of methodology and sociological concepts are included in this syllabus.

Prof. Langford indicates that recently he has been "influenced by research findings that students learn more when they must learn to ask questions and seek answers" rather than receive information. Toward this end, he is trying to build into his courses techniques to facilitate such modes of learning. One procedure he intends to try in his larger classes (about 80 students) will be done during class meetings. He will ask students to break into small groups of three or four students to work through a particular case from the mass media or apply concepts to a particular social setting; he will then resume the class as a meeting of the whole, and discuss the outcomes of the small group deliberations.

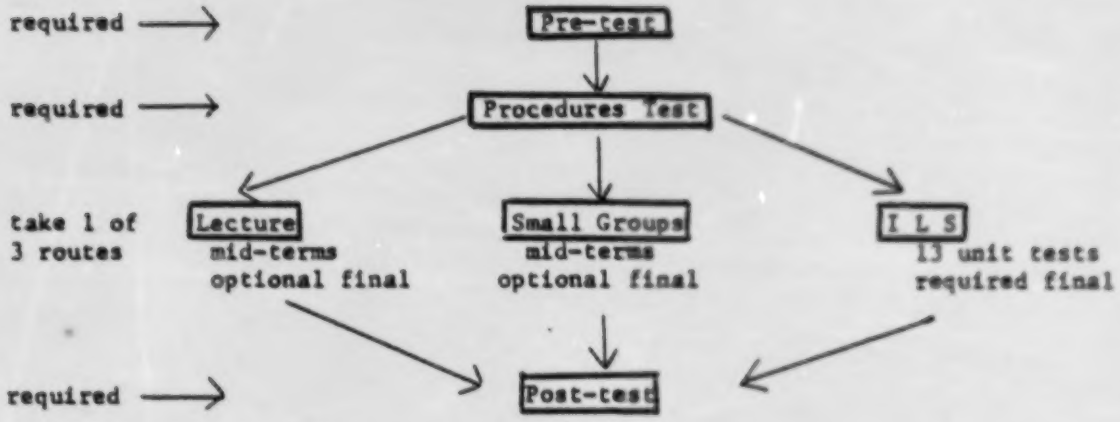
Fall, 1974

GENERAL SOCIOLOGY 204

Syllabus

Langford

I. Plan of course (explanation below)



A. Pre-test & Post-test
   1. will not count on grade
   2. required of all students to get grade for course (otherwise "I" will be given)

B. Procedures test
   1. will test over pp. 1 - 4 of this handout & any handouts the 1st day of class.
   2. questions will be over how class is run & will be detailed.
   3. will not count on grade
   4. must be passed at 90% of accuracy before first test can be taken which will count for a grade
   5. will be given Monday, October 7, in class
   6. this exam may be retaken at announced times as many times as needed
   7. 2 versions of the pre-test will be given; regular & ILS (know details of material & comparision of materials)

C. The 3 ways of earning a grade
   1. general "menu"
      a. lecture (attend these only)
      b. small groups (attend lecture & small groups)
      c. ILS (Individualized Learning System)
   2. Texts: (buy one not both)
      a. Society Today (2d ed.) CRM (lecture & small groups)
      b. Introductory Sociology (2d ed.) ILS (ILS)
   3. Lecture
      a. no participation in small groups
      b. optional attendance at lectures
      c. take all required mid-terms
      d. extra credit allowed

204 Syllabus

I. Plan of course (cont.)
C. The 3 ways of earning a grade (cont.)
4. Small Groups
a. meet in 4 small groups 1 day per week to discuss study questions over topic.
b. attendance will be taken at small group meetings (each meeting = 10 pts)
c. 1 written report on 1 group meeting will be made during the term
(1) at least 1 report will be made of each small group meeting (include summary of what happened and application of ideas and own ideas or comparison of ideas)
(2) this report will be worth 30 points
(3) report due at beginning of next class period (typing not needed)
(4) no longer than 10 pages
d. 1 mid-term may be skipped with attendance at all small group meetings and the writing of 1 report
e. the small groups will not have the same members from week to week
f. class members must sign up for small groups on Monday, October 7 in class
g. extra credit allowed
5. ILS
a. no class attendance (optional attendance ok if desired)
b. study on own
c. text has study questions as part of it
d. go to proctors to take tests & for advice (Specific proctors will be assigned to a class)
e. test = 20 questions long
f. 13 tests may be taken up to 3 times each
g. final = 100 questions long: this may be taken 3 times, also
h. must pass 1st test with 60% or more by October 18 (Note: a delay in the procedures test will delay the passage of this 1st test); if not passed by that date you must
(1) drop the course
(2) switch to lecture option (which will require buying a new text) by notifying the proctor you are doing so
(3) if neither of the above's done you will get an "F" for the course
i. can pass no more than 2 exams/week (including final) without permission (permission will not be given normally after Nov. 22)
j. you may choose to retake a test if you desire a higher score
(1) a test is to be re-taken only the next time that proctor is available
(2) tests may not be re-taken after later unit tests have been taken
k. come to instructor with complaints
l. no extra credit possible
m. student will have sheet on which to keep record of unit scores (in addition to proctor's record)
n. if student caught cheating by proctor, proctor has final authority of judgment, test will be taken away and one re-take option will be lost
o. procedures to take ILS exam
(1) go to room where proctors are with #2 pencil
(2) leave books by door
(3) give proctor
-your name
-# of unit test you want to take
(4) you will receive
-exam
-answer sheet
(these should be similar - B exam gets B answer sheet)
(5) take exam

204 Syllabus

I. Plan of course (cont.)
C. The 3 ways of earning a grade (cont.)
5. ILS (cont.)
o. procedures (cont.)
(6) return exam to proctor
- exam will be graded on the spot
- score will be recorded on proctor's record sheet & your record sheet (which you will have brought)
- explanations of wrong answer will be offered by proctor
- decision will be made to
(1) re-take exam, or
(2) go on to new material

6. comparison of menu options

	Lecture	Small Groups	ILS
cost of text	$16	$16	$16
buy pamphlet?	yes	yes	yes
# tests in term	voted on	voted on	13 + final
text readable?	yes	yes	yes
amount of work	least	moderate	most
likely grades given	lowest	moderate	highest (mostly A's)
quality of test questions	average	average	good
feedback on own knowledge	least	moderate	most
extra credit possible?	yes	yes	no
exams cumulate?	yes	yes	no (final comprehensive though)
# times exams can be taken?	2	2	3

II. Grading
A. Grading scale (all exams, mid-terms, final & ILS)
90+ = A
80-89 = B
70-79 = C
60-69 = D

B. Lecture & small group
1. vote on # mid-terms desired
2. have to take last mid-term
3. can drop lowest score if take final
4. mid-terms cumulate
5. persons in small group option can skip 1st mid-term but will get copy of it

204 Syllabus

II. Grading (cont.)
C. TLS
1. exams count 20 points apiece
2. final counts 100 points
3. A = 324 total points
B = 288 " "
C = 252 " "
D = 216 " "

D. Extra Credit (applies to small groups only)
1. 10 points maximum can be added to total score (note this is not a person's average score)
2. can cover
a. article (or text) evaluation identifying the
(1) sociological approach (2 pts/article so long as 80% are correct)
(2) methodology (also 80% must be correct; again 2 pts/correct answer)
b. application of (sociological) terminology to real life situations (again 2 pts/correct application if 80% are correct)
c. lecture comments and critiques
d. programs mentioned in class can be summarized and analyzed
3. points are assigned according to ability displayed
C = ability to summarize material
B = ability to apply material
A = ability to come up with own sociological ideas &/or compare theories or models
4. application of extra credit to grade
A-points apply to B & C grades
B-points apply to C grade but not to A grades
C-points apply only to C grade but not to A or B grades

III. Class Format (each week) - there will be one set of integrated topics each week
Monday - optional attendance
(1) lecture in form of propositions (15-20 min.)
(2) discussion
question & answers over lectures
Wednesday - devoted entirely to small groups (4/class)
(1) will be divided differently by week (according to topic of the week)
(2) each group will have an assignment based on the week's topic & lecture which will help them prepare for the exam (included will be references to lectures/handouts/and text pages.)
(3) each group will have
(a) the person writing the report for that week
(b) a person to report to the class Friday on what the group did
(c) the 2 people in (a) & (b) are volunteers
(4) required attendance for those signed up to participate in small groups
Friday - devoted entirely to class discussion of small group reports - optional attendance
(1) each group will give a 5 minute report
(2) rest of time will be spent on discussion
(a) group reports
(b) unanswered questions over week's topic

IV. Topic order: same as appears in both texts

Definitions of Basic Terms

LEGEND:
* = don't know for application
symbols in upper left-hand corner of cells in "text" column
s = same basic meaning in both instructor's and text's definitions
a = text definition has similar meaning to instructor's (a) definition
b = " " " " " " " (b) "
d = meanings of text and instructor's definition differ
symbols following definition
(c) = this definition is common in sociology (in instructor's judgment)

Term	Instructor's Definition	Text Definition
Sociology *	The scientific study of human groups. (c)	s Emphasizes human relationships within groups and interconnections among social institutions. Its primary subject matter is human societies-their patterns & arrangements, their processes of development and change, and the interplay between these patterns and processes and the behavior of individuals and groups.
Culture*	Social heritage	s The set of artifacts, interaction patterns, beliefs, symbols, values, norms, and customs distinguishing one social group from another.
Social Interaction	2 or more persons acting & reacting to each other either directly (face-to-face) or indirectly (e.g. by letter).	s The mutual adjustment of individual lines of action; the mutual or reciprocal influencing of the behavior of all persons involved. (c)
Group	Social interaction over a long period of time between 2 or more persons. (where "long" = at least 1 month for at least 2 hours/day.) (c)	s A set of individuals who are bound together by a set of social relations that differentiate these individuals from others.
Value	a. An expression of preference by (a) person(s). b. A goal widely shared in a group.	b General standard about what is desirable, how things should be, the ultimate goals to be persued. (In the U.S. examples of values are democracy, justice, economic well-being)

Definitions of Basic Terms
(continued)

Term	Instructor's Definition	Text Definition
Norms	a. Behavior patterns judged appropriate or inappropriate by people in a group (ideal behavior) (c). b. Behavior patterns customary in a group (actual behavior) (c)	a Prescriptions for correct behavior, ordinarily couched in moral terms. (c)
Role	All norms that apply to a category of people in a group (instructor's addition: the categories are defined by the group); this definition involves both definitions of norms - (a) ideal, (c) and (b) actual behavior.	a A set of expectations or evaluati standards applied to an individua or to a position. (c)
Role Conflict	a. Where 2 or more roles desire mutually incompatible sets of behavior patterns (ideal behavior only). (c) b. where 1 role contains 2 or more norms (actual or ideal behavior) that desire mutually incompatible behavior patterns. (c)	a Competition or conflict among the expectations involved in a person's various roles. (c)
(Social) Position	All roles a person has in a group (includes both (a) actual and (b) ideal behavior toward <u>both</u> people and objects &/or ideas).	s The location of a person within a set of persistent interactional relationships with others. (c)
Social Organization*	The existence of norms (using the "b" definition of norms - behavior patterns customary to a group).	None given
Social System*	Groups, but especially informal groups. Includes both ideal and actual behavior.	s Any group of two or more individuals interacting with each other with regard to a common focus.
Community	A territorially defined group within which persons can pursue the total round of life.	None given

Definition of Basic Terms
(continued)

Term	Instructor's Definition	Text Definition
Institution	a. A long term goal and commonly certain norms for achieving it which are regarded as indispensable by the community. b. All groups following "a".	d Relatively permanent patterns of specialized roles; groups and procedures through which major social functions are performed.
Social Structure*	The specific patterns of norms, roles, positions, and institutions of a single group.	None given

Symbolic Summary of Above Table

LEGEND: s = structure
ś = forms a component of structure } frozen action
p = process = action
_ = underlined symbols indicate whether structure or process is given most emphasis in sociology

Term	Components of instructor's definitions given in above table; new components are underlined —
p social interaction	<u>acting and reacting</u>
s group	interpersonal relations among 2 or more persons
ś value	<u>evaluation</u> (a), <u>goal</u> (b)
ś norm	value (a), <u>behavior patterns</u> (b) & (a)
ś role	norms, <u>categories of people</u>
s role conflict	role and (a) a second role in <u>conflict</u> or, (b) 2 norms <u>in conflict</u>
s position	role, <u>group</u>
s community	group, <u>geographical space</u>, <u>lifetime survival</u>
s institution	value, norms, <u>importance</u> (a), or groups & "(a)" (b)
s social structure	norms, roles, positions, institutions, group
<u>sp</u> social organization	norms (behavior as practiced)
s social system	groups (informal)

Correct Application of Terms:
A. Class of 20 Students at OSU

LEGEND: A, B, C = these are correct.
D - P = these are to practice on

"a" and "b" refer to the respective definitions on "Definitions of Terms" (above).
ASSUME:
- class has a lot of discussion (it is an honors seminar)
- class is 3d in a required sequence for majors so most students have been in the same class for nearly 1 year (8 months)

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social interaction - -		a student responding to another student's comment during class discussion.
values - - - - - - - - -	a.	the instructor's preference to hold the class in his home in order to increase informality.
	b.	creative discussion where everybody in the class learns.
norms- - - - - - - - - -	a.	participation in the discussion is expected.
	b.	the seating pattern which has emerged in the instructor's living room (assume he doesn't move the furniture from session to session).
role - - - - - - - - - -	a.	all norms expected of the student in the class while it is meeting (e.g., participation in discussion, arriving on time, allowing others to speak, etc.).
	b.	all norms <u>practiced</u> by the students in the class while it is meeting.
role conflict- - - - -	a.	being expected to attend a special fraternity or sorority function the night of class meeting.
	b.	being graded on class participation and wanting to speak only when you have something valuable to say.
social position- - - -		see "role" above. In this situation, students have only 1 role.
group - - - - - - - - -		class (20 students) + instructor
community- - - - - - -		class is held in <u>Corvallis</u>
institution- - - - - -		class is part of the educational institution

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Correct Application of Terms:
C. Zero Population Growth: Meeting of Local Chapter

assume: The core members of the chapter have met monthly for 5 years.

social interaction - -	member making a suggestion to the chairman during the meeting.
values - - - - - - - - -	a. working among college students vs. working in the community. b. limitation of natural (vs. adopted) children to 2 or less per couple.
norm - - - - - - - - - -	a. informed and intelligent presenting of ZPG's position to people who do not agree with it. b. setting up booth at the State Fair in Salem to publicize ZPG's position (done each year).
role - - - - - - - - - -	a. all norms expected of members (e.g., speaking to meetings, becoming informed oneself, attend chapter meetings). b. all norms performed by members (e.g., attend chapter meetings, report new information to members).
role conflict- - - - -	a. having a spouse who desires 4 children. b. wishing not to offend people so they will listen to your message while presenting a highly controversial position.
social position- - - -	all roles connected with being the chairman of the local chapter (norms exist for the role of member, additional norms exist for the role of chairman.)
group- - - - - - - - -	1 local chapter of Zero Population Growth.
community- - - - - - -	local chapter is in Corvallis.
institution- - - - - -	not part of any institution.

To Practice on Application of Terms:
D. The FBI

assume: The top administrators have worked together for 20 years.

social interaction- - -	J. Edgar Hoover talking to troups (FBI agents).
values- - - - - - - - -	catching criminal-prefer not to use harsh violence. goal - catch the criminal.
norm- - - - - - - - - -	ability to think quickly. law-abiding citizen. value each other's decision. think before you act.
role- - - - - - - - - -	all behavior desired of an FBI man. all behavior actually practiced.
role conflict - - - - -	being a Quaker - religious problem - against using guns or violence. convict. drug user. left wing - has to support the Constitution but is against it. wants to be a good FBI agent but doesn't want to turn in a friend.
social position - - - -	all roles that go with being an FBI man.
group - - - - - - - - -	FBI force.
community - - - - - - -	in a community but not a community themselves.
institution - - - - - -	part of Justice Department. law enforcement - law and order.

To Practice on Application of Terms: I. Cannery

social interaction - - coffee break
group- - - - - - - - - sanitary crew or white hat workers, regardless of how long they have worked together.
mechanics or red hat workers.
value- - - - - - - - - to get off work - goal of group.
to keep up and not get behind - personal goal.
norms- - - - - - - - - inappropriate pattern - incompetency of workers.
appropriate behavior - working day shift is preferable to working night shift - most people are accustomed to working during the day.
role - - - - - - - - - white collar workers' roles - walk around and supervise the workers.
role conflict- - - - - having to work canning beans when you hate the sight of beans.
social position- - - - all roles a cannery worker performs while working.
community- - - - - - - factory (is) within a city or community.
institution- - - - - - in a small city, the factory could act as an institution because the people are dependent upon it for their livelihood. If it doesn't produce enough products, then the people will have trouble making a living.

To Practice on Application of Terms: J. Farm (#2)

social interaction - - farm awakes animals.
values - - - - - - - - achieving high quality milk.
norms- - - - - - - - - cleaning the cow barn.
role - - - - - - - - - doing farm chores.
role conflict- - - - - wanting to sleep in, but the cows need milking.
social position- - - - president of Grange.
group- - - - - - - - - Grange.
community- - - - - - - dairy farms.
institutions - - - - - United Dairy producers.

To Practice on Application of Terms: K. Grade School

social interaction - - pledge of allegiance.
values - - - - - - - - pleasing teacher.
norms- - - - - - - - - daily study period.
role - - - - - - - - - teacher-student relationship.
role conflict- - - - - desire to go home, (when one) must stay after (school).
social position- - - - class activity.
group- - - - - - - - - school enrollment.
community- - - - - - - Corvallis
institution- - - - - - PTA.

Methodology

I. Definitions

respondent -	a person asked to provide data for a study.
instrument(s) -	the non-human means used to collect data from respondents.
schedule -	the printed verbal questions (usually in booklet form) asked of respondents by the researcher in an interview.
questionnaire -	the printed questions (usually in booklet form) filled out by respondents when requested to do so by researcher.
empirical data -	data which can be completely described by referring to the physical senses or their extension.
operationalization -	translating an idea or process into completely empirical terms.
random number table -	a table of numbers where the numbers are arranged so there is no pattern of any kind to them.
population or universe -	a technical statistical term referring to the category of people about whom you wish to speak (for example, Corvallis, OSU undergraduates, all Democrats in Oregon, etc.)
parameter -	the actual number of X in a population (where X is any variable the researcher is interested in, for example, the number of blacks at OSU.)
sample -	refers to the people from the population the researcher tries to contact; when a researcher collects information from a sample, he has always contacted less than 100% of the population.
reliability -	getting the same results when an experiment is repeated under the same conditions as the original experiment.
validity -	the question measures what it claims to measure. An invalid measure gives a distorted picture of the phenomena being indexed.
direct relationship -	as one variable <u>increases</u>, a second variable also <u>increases</u>, as vice versa (for example, the number of English teachers decreases as the number of required English courses decreases.)
inverse relationship -	as one variable <u>increases</u>, a second variable <u>decreases</u> (e.g., as more people settle in the Willamette Valley, there will be fewer acres of farmland).

II. The Logic and Assumptions of Science

A. Assumptions

1. -the universe (not used as the statistical term) has order.
   -this order and all Truth about the universe can be discovered through the physical senses or their extension.
   -objectivity should be followed (that is, no values—what should or should not be done—should be allowed in the scientific process).
   -all casuality is within the universe. No causal agent outside the universe (like God, or a god, or gods) is allowed as an explanation of patterns.

Methodology (cont.)

II. The Logic and Assumptions of Science (cont.)

A. Assumptions (cont.)

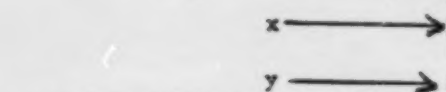
2. Implications of the Assumptions of Science (neither the assumptions nor implications given by the instructor are necessary exhaustive—either on the handouts or what has been said in class).

-the assumptions of science limit its perspective.
-any assumption is an act of faith.
-the assumptions science makes are in regard to how Truth may be found.
-the assumptions of science may be incorrect (they may not lead men to a complete discovery of Truth as these assumptions take for granted).
-science and the scientific method seems to produce agreement among people; however, agreement is not equal to Truth.
-people seem to accept ideas which produce agreement among them; therefore, a plausible reason for science's popularity may be because it does produce agreement.
-the agreement among people is only over the patterns of results; the disagreements in science almost always come from the interpretation of those patterns.
-explanations (theories, models) are accepted tentatively until a more adequate explanation is thought up; a more adequate explanation will either cover more patterns or be a simpler explanation than the old explanation. Thus, explanations are always disproved in science and never proved.
-there are 3 types of explanation or interpretation which are common in science (again these may not be exhaustive):

(1) x causes y (a direct relationship; example, lack of food will eventually result in death)

(2) y and z are both caused by x (example: "laziness" and fatalism in blacks are caused by prejudice)

(3) x and y vary with each other, but are not causally connected in any way (that is, y increases as x increase, or y decreases as x increases; example, in Europe the # of storks and the birth rate are always greater in the rural areas than in urban areas)



-science dehumanizes by tending to take facts out of context; it thus succeeds in destroying the uniqueness of any situation in its attempt to generalize across the situations and people.
-many patterns described by sociologists are based on very small differences between groups even though the patterns are described in language which implies an "all-or-none" type of situation. This applies to norms which social scientists sometimes describe; language is used which imply all people in the category behave a certain way when in fact, many do not.

Methodology (cont.)

II. The Logic and Assumptions of Science (cont.)

B. The Basic Experimental Design

	before	after
Control group	Y	Y
experimental group	Y	Z
		X

Legend: control group = black babies
experimental group = black babies
Y - good health
X - diet lacking in protein
Z - poor health

explanation:
-the control and experimental groups (categories) are exactly alike in the before situation(indicated by Y)
-the experimental group is exposed to treatment (condition) X, but the control group is not; otherwise situation Y holds for both control and experimental groups
-the experimental group is different from the control group after being exposed to treatment X (the new situation is indicated by Z), notice that the control group still remains in situation Y.
-conclusion: condition X will cause situation Z to occur if all other variables are held constant.

C. Application of the Basic Experimental Design to people

1. The equal group problem - The basic experimental design originally required that each unit in the experimental group have a matching pair member in the control group and that these two units should be identical. With people no two individuals are alike so this change was made: group totals had to be identical, but individuals within the groups did not have to have a matching pair in the other group. Diagrammatically,

	Control Group	Experimental Group
	John = blue-eyed, blond hair	Bill = brown-eyed, blond
	Jane = brown-eyed, brown hair	Jill = blue-eyed, brown hair
Totals for 2 groups:	1 male, 1 female 1 each blue & brown eyed person 1 each blond & brown haired person	

In practice, a random # table was used to divide one group of people into two groups. This process did not make the groups identical as shown above, but the degree to which they are not equal can be stated mathematically. Without a random number table, any division of one group into two will produce unknown differences which cannot be measured mathematically (see III.A.1. below also).

Methodology (cont.)

II. The Logic and Assumptions of Science (cont.)

C. Application of the Basic Experimental Design to People (cont.)

2. The time problem - In western culture, the kind of treatment which may be applied to people for scientific purposes is limited - generally it is regarded as immoral to deliberately change the life of aperson without the individual's consent. Therefore, sociologists tend to study experiments that have already happened in real life - where the "after" situation holds and there is no way of knowing what the 'before' situation was like.

III. Random Sampling

A. Basic ideas

1. If a population is divided by use of a random number table, the resulting new groups can be assumed = (or have differences which can be measured mathematically); this assumption means an individual in one group does not have to have an identical "mate" in the other group. (See II.C.1. above).
2. To take a random sample from a population, the members of the population are numbered, and the numbers to be included in the sample are chosen with a random number table; the individuals bearing the numbers selected this way become the sample to be studied.
3. The parameters can be estimated with great accuracy through random sampling. The estimates of the parameters are made through statistics and tables made from them.

B. Properties of a random sample as they affect parameter estimation of a population.

1. Over many samples, the estimates of the parameter form a bell-shaped curve centering on the parameter; this means the further from the parameter an estimate is, the lesslikely it is to appear in a random sample.
2. The shape of the bell-shaped curve remains constant if the sample size and number of samples reamins constant; this means if these two conditions hold, the shape of the curve will remain the same even if the parameter value changes.
3. To increase the accuracy of prediction of the parameter, one should either:
   - increase the sample size (the # of persons--respondents— in the sample)
   - increase the number of samples

   The effect of either change is to make the bell-shaped curve more peaked.
4. In sampling people, a large portion of those individuals contacted to be in the sample need to cooperate or the assumption of random sampling will not hold. This is true because the people who tend to cooperate also tend to be better educated and/or more interested in the subject being studied than those not cooperating. As a rule of thumb, 85% of those contacted need to cooperate before the study can be trusted.
5. Results of a random sample describe the population only at the time the sample was taken.
6. Completely valid data results from random sampling only if:
   -the above conditions hold
   -there is agreement on what is valid
   -ideal data collecting conditions exist (e.g. blacks should interview blacks)

Methodology (cont.)

IV. An Ideal Experiment

A. Introduction - the steps below are those each scientist tries to follow in conducting an experiment.

a = artistic and/or creative ability is useful in this step
s = scientific rules have to be followed in this step

B. Steps

a 1. choice of subject to study (experimenter's personal choice)
2. creation of hypotheses
a,s -read past literature to see what results have been found
a,s -formulate hypotheses for this experiment (partly on basis of results of past research)
3. creation of questions and coding categories for instrument (may be either questionnaire or schedule)
a,s -read past literature for ideas and rules for making questions and coding categories
a,s -create the questions
s -pretest questions on colleagues and people like those in the sample will be (for the latter, a small number will do) to see if questions are valid
a,s -revise questions according to pretest results and suggestions
a,s 4. decide on a population
5. selection of random sample from the population
a,s 6. data collection (if used, interviewing is an art)
a,s 7. data coding (using coding categories created earlier)
8. data interpretation
s -limits: Truth in universe, no lying, don't generalize beyond data (see application of methodology)
a -creatively interpret
s -compare results with original hypotheses created in step #2
a,s 9. revise hypotheses and start cycle again with step #2--In practice the results of an experiment almost never fulfill all expectations of the original hypotheses. Therefore, the new information from this experiment is used to re-write the hypotheses and to start the next experiment using the same steps.

Application of Methodology (to popular literature)

1. To analyze statements: theoretically, could this claim be (have been) tested scientifically?

   yes, if value-free claims involving more than 1 event and 2 or more people are made; such claims may state:
   - a norm exists (behavior pattern across people)
   - a value or attitude exists (preferences, goodness, badness, about objects shared by 2 or more people)
   - a belief exists (assumptions about the nature of the world shared by 2 or more people)
   - the extent or degree (in %) of a norm, value or belief in a population (at least 2 or more people)

   When answering this question, do not impose the limitations of practicality
   - time is no item (statement may refer to past, present or future); the question is, had a researcher been around at the right time could this claim have been tested scientifically?
   - difficulty of testing is not an item (the extent of illegal behavior can can be tested; theoretically patterns can be discovered in other countries - even ones with a low rate of literacy like India, or those in war like Viet Nam or Cambodia).

   no, the statement cannot be tested scientifically if
   - if is a value statement (the rightness or wrongness of something for example) note: the extent of a value in a population can be tested scientifically, but the value itself cannot
   - it is reporting a single event (e.g., a statement in quotes cannot be tested - it was or was not made - if the latter the writer can be sued for liable; "Pres. Ford left Washington D.C. on Friday morning for Camp David:" any statement which is subject to liable if not correct, for example, "Ex-Senator Tydings received $50,000 in illegal campaign funds.")
   - the attributes of a single person (norms, values, beliefs)

2. To analyze a study

   a. random sampling - Only these phrases indicate for certain the sample was selected by a random # table:
      "random sample"
      "probability sample:
      "scientifically selected sample"
      "most advanced (scientific) sampling techniques"

   b. rate of sample co-operation -
      (1) should be 85% or more
      (2) these terms and phrases point to the response rate:
          "response rate was..." (either schedule or mail questionnaire used)
          "return rate was..." (mail questionnaire used)
      (3) when the terms of (2) do not appear, the response rate may be computed by locating these figures:
          (a) # co-operating (giving interviews to researcher)
          (b) # questionnaires returned or filled out
          (c) # people returning or answering questionnaires
          (d) # people originally contacted (tried to interview, mailed questionnaires to, etc.)

      To compute response rate: divide (a), (b), or (c) in the numerator, by (d)

159

Application of Methodology
(to popular literature) - cont.

2. To analyze a study (cont.)
   c. generalization beyond the data? (steps to follow in answering this question)
      - try to determine the population from which the sample was drawn (pop1)
      - determine what population is being referred to when the results and conclusions are stated (pop2)
      - compare pop1 with pop2:
        if pop1 = pop2 there is no generalization beyond the data
        if pop2 ≠ pop2 generalization beyond the data does exist
        (almost always when the 2d situation exists, more people are included by pop2 than are included in pop1)
   d. can the conclusions be trusted in this study?
      (1) true, they can be if there is
      -random sampling
      -a co-operation rate of at least 85%
      -no generalization beyond the data
      In addition, these three agencies can be trusted (they use random sampling, have an 85% rate of co-operation or more; and do not generalize beyond the data)
      Bureau of the Census
      NORC (National Opinion Research Center, University of Chicago)
      Survey Research Center (University of Michigan)
      Results of these three polling agencies can be trusted within a 2½% range for a single population figure or 5% difference between groups in a population.
      Gallop
      Roper
      (Louis) Harris
      (2) probably true, only if these 2 conditions hold: there is
      -random sampling
      -no response rate is given, but interviews were taken
      -no generalization beyond the data
      or these polling agencies report less than 5% difference between groups:
      Gallop
      (Louis) Harris
      Roper
      (3) probably false, only if 2 conditions hold: there is
      -random sampling
      -no return rate or response rate given (either (1) mail questionnaire was used or (2) the reader does not know from the report what kind of instrument was used)
      -no generalization beyond the data

      OR

      data is ok, but there is generalization beyond the data, i.e.:
      -random sampling
      -co-operation rate is at least 85%
      -generalization beyond the data
      (4) false, all conditions not included above, e.g.:
      -no random sampling reported (none used or can't tell)
      -co-operation rate not reported or it is less than 85%
      -generalization beyond the data in combination with 1 or 2 of the other conditions (no random sampling, no co-operation rate, co-operation rate less than 85%)

Application of Methodology
(to popular literature) - cont.

THESE CONDITIONS BY THEMSELVES WILL ALWAYS MAKE THE STUDY UNTRUSTWORTHY:

- no random sampling
- a cooperation rate below 85%

Symbolic Summary:

Application of Methodology
(to popular literature)

Stage #

1. original population (pop1)

2. sample of original population

3. population to which the results are generalized (pop2)

random sampling =	occurs between stages # 1 and 2
co-operation rate =	occurs at stage #2
generalization beyond data =	compare stages #1 and 3

conclusions can be trusted in this study

true =	stages #1, 2, & 3 are all ok as are the relations between these stages
probably true =	not ok at stage #2; ok at stages #1 & 3 (interview)
probably false =	not ok at stage #2; (mail questionnaire or can't tell) and ok at stages #1 & 3; OR data ok (stages #1 & 2ok), but stage #3 not ok.
false =	not ok at stage #2 (either no random sampling or co-operation rate less than 85%) OR co-operation rate not given and not ok at stage #3)

SOME CHARACTERISTICS OF SOCIOLOGY

The Sociological Perspective. Sociology tends to be more interested in what happens to groups than in what happens to individuals. If a change in normal ways of behaving occurs, the sociologist is more likely to want to know how this change has affected the group rather than how the change has affected an individual. To investigate a change, a sociologist is likely to ask such questions as "how have group norms, values, roles, and positions changed?", "how has the social organization of a group changed?" rather than such questions as "Will this change make John Jones more likely to be a leader?" or "Will this change make Mary Smith more uncomfortable and more defensive as a person due to her background?"

An assumption sociologist as professionals tend to make is that most of individuals' behavior is the outcome of group pressures on them. Implied by this assumption is rejection of individually initiated behavior which cannot be traced to learning such as "will power," "individual initiative," or "instincts." Also rejected is the idea that individuals are directed by God in any way. This assumption of learned behavior may not, in fact, be correct, but it is the view most sociologists hold as professionals because this perspective is more predictive of human behavior than the view that humans are free agents able to act independently of the groups to which they belong.

Sociology Assumes the Scientific Outlook. Ultimately, the goal of all science is to measure phenomena and to predict accurately and mathematically new, untested relationships between new variables from pre-existing explanations. As a result, there is a strong reliance on physical observation. Causality, too, is seen in physical terms. Intuition is ruled out as an ultimate explanation though it may be used to point to new relationships which in turn have to be verified physically. God is assumed not to exist. Values can be studied by science but should not be included as part of a scientific conclusion. Stated another way, scientists behaving properly as scientists do not tell people what they ought to do. Just because the assumptions of science do not allow intuition, God, or values with in its provenance does not mean they are not part of reality, or that science is not useful. Knowledge of nutrition is quite useful to vegetarians who need to find alternative sources of protein. The knowledge does not make meat-eaters out of vegetarians, but can make them healthier. Likewise, sociological knowledge can make ministers more effective without changing their theology.

Sociology Tries to Study Actual Behavior. Sociologists normally study actual behavior of people rather the responses of people in a laboratory to a hypothetical situation. However, since it is physically impossible to study all the people in the world, sociologists chose a group or category for study like all females in Idaho or all members of the 1st Presbyterian Church of Tacoma, Washington. However, since getting information for all people in the 2 groups named would take more time and money than most sociologists have, we usually get information from only a portion of each group we are investigating. This portion is called a "sample." If persons to be in a sample are selected properly and if 85% or more of the persons selected for the sample give the information requested, then there is a very high likelihood the other persons in the group but not in the sample would answer questions the same way as those in the sample did. Such a properly selected sample is chosen with special techniques which are usually labeled by one of these terms: "random sample," "simple random sample," "Stratified sample", "cluster sample," "probability sample," or "advanced scientific sample." Having 85% or more of the sample co-operate with the study is important because people who do not co-operate have characteristics different than those who do co-operate. For example, in organizations, those who volunteer and who are active are different than those people who are inactive. Only by having a high percent of co-operation

Some Characteristics of Sociology (continued)

from a sample of people will it be safe to make statements from a properly selected sample to the larger group of which they are a part. By the techniques just outlined, sociologists try to get an accurate gauge of people's behavior, feelings, and beliefs.

Sociological Conclusions are Probabilistic. Normally findings in sociology indicate one group of people is likely to behave a certain way. This statement is somewhat similar to a weather forecast. If there is a 90% chance of fair weather, 10% of the time the forecaster will be wrong. If 90% of a group behave a certain way, then 10% of the same group will not. As a result, the predictions of sociologists may apply to groups or categories of people and not for an individual. To know a person who does not fit a sociological generalization does not necessarily call the sociological pattern into question, but may only indicate that person is part of the 10% not originally included by the sociologist's generalization.

FORMAL AND INFORMAL STRUCTURES IN GROUPS

1. Formal structures in groups: These are positions within a group and the relations among these positions which can be written down on an organizational chart. Whether or not a group actually has written down an organizational chart or not, any member with good knowledge of the group would give you the same name for any position regardless of who occupies the position. Formal structures are relationships among positions which are deliberately created; the formal structures try to implement the way the group is supposed to operate.

2. Informal structures in groups: Informal structures are the relationships (including rights and duties) which exist in a group but are not specifically spelled out in the formal structure of a group. These informal relationships are always found in groups with formal structures and tend to grow like topsy, to be specific to certain individuals (rather than positions), and are commonly not overtly recognized by those who participate in them. Informal structures seem to grow for at least three reasons:*

   a. To cover situations not anticipated by the formal structure. No formal structure can predict all events specifically. If it did it would be too complex and detailed for its members to keep in mind. Instead, formal structures are commonly somewhat general, leaving the specific implementation of the guidelines in the formal structure up to the occupants of the position. Informal structures help fill in the detailed applications left out of the formal structure.

   b. To accommodate the wishes and desires of occupants of positions. The rights and duties spelled out by the formal structure may leave the position quite unsatisfactory to any one individual. The informal structure may allow a person to structure activities in the position more to one's satisfaction; as a result, the person may stay in the position rather than leave. This disjuncture between the formal description of the position and one's preferences occurs because formal positions are general, being designed to be applied to many individuals over time, because they may be created with the requirements and goals of the group in mind, or because they were created for the benefit of a small sub-group of people in the group (like those who hold the power in an organization).

   c. To socialize the individual into the position. Informal structures can help translate the general language of formal structure into specifics which are more meaningful to the new occupant of a position; informal structures, then, may be one way of tailoring instructions to an individual.

* Informal structures can contradict the formal structures in order to meet the desires of specific individuals or to meet the goals of the group. The latter can occur when sometimes formal procedure may hinder attaining a group goal.

Sociology 204
Langford

"Survey Aids Budget Cuts"
"Public Reveals Voting Reasons"

By Brenda Holman
Correspondent to The Oregonian

BEAVERTON (Special)—Armed with public opinion and teacher polls, Beaverton School Board has begun to trim the $15 million levy defeated by voters May 4.

The Board this week cut $320,000 from the proposed operating budget, and scheduled another budget session for 7:30 p.m. Monday, May 18, at Raleigh Park School.

The Board received results from 759 voters in a random sample which asked why yes or no ballots were cast on the levy.

Major reasons for voting no were "property taxes are too high" (79.2 per cent); "I disapprove of some ways school money is spent" (67.8 per cent); "I don't agree with busing of black students to District 48 schools" (46.6 per cent), and "Some teachers are not worth what we are paying them" (40.2 per cent).

Prominent reasons for voting yes included "I want District 48 to provide better-than-average educational opportunities (83 per cent); support for modern teaching methods, (46.1 per cent); approval of most district policies (44.8 per cent) and belief that school taxes are reasonable (39.9 per cent).

Largest budget cut was $171,00 in instructional equipment. Next was $100,00 dropped from instruction salaries, which will cut 12 professional personnel, directors, consultants and teachers.

The teacher salary package will be re-discussed in a session with Beaverton Education Association consultation team.

Asst. Supt. Boyd Applegarth said teacher opinions will be given high priority in budget cut recommendations. Some 530 teachers also have been polled.

METHODOLOGICAL ANALYSIS OF THE STUDY

1. Random Sampling was Used (?) TRUE
2. Response rate was 85% or greater (?) CAN'T TELL, SO FALSE
3. Generalization beyond the population studies was not made (?) TRUE
4. Results of this study can be trusted (?)

true
probably true
PROBABLY FALSE: Because can't tell if mail questionnaire or interviews used.
false

Sociology 204
Langford

27 [The organizational setup of the police department encouraged political interference and corruption.] The police commissioner, who was actually the chief of police, traditionally worked in a City Hall office, a long way from Police Headquarters. A buzzer frequently summoned the commissioner to the nearby mayor's office. The city was divided into police districts that more or less paralleled the boundary lines of Chicago's wards.[28] [Most aldermen regarded the local police station as their special property.]

29 [Everybody knew about the "captains' men," also called "bagmen," who were the collectors of protection money.][30] [The day shift of captains' men concentrated on bookmakers;][31] [the night crew worked on taverns and prostitution,][32] [the bookmakers once numbered in the thousands;][33] [so did the dice girls and B-girls illegally working the saloons.]

COULD THIS STATEMENT BE TESTED SCIENTIFICALLY.

27. a. True
    b. False

28. a. True
    b. False

29. a. True
    b. False

30. a. True
    b. False

31. a. True
    b. False

32. a. True
    b. False

33. a. True
    b. False

Sociology 204
Langford

METHODOLOGICAL ANALYSIS OF A STUDY: A STUDY TO PRACTICE ON

One of the first studies to suggest that children might be a divisive rather than a cohesive factor in marriage was a report on "Parenthood as Crisis" by Dr. E.E. LeMasters, published in Marriage and Family Living just ten years ago. Dr. LeMasters reasoned that the arrival of the first child forces a drastic reorganization of the family and thus might constitute a crisis for the couple whose lives were being so basically changed by the event. To test this hypothesis, Dr. LeMasters interviewed forty-six young couples about their reactions to the arrival of their first child. They were a fairly typical middle-class group of parents among them a minister, a bank teller, a social worker, a high-school teacher, an accountant, a college professor, an athletic coach and a small-business owner.

Thirty-eight of the forty-six couple reported "extensive" or "severe" crisis in adjusting to the new baby; the remaining eight couples reported relatively milder reactions. There was strong evidence in the study that severe crisis reactions had nothing to do with the baby's being unwanted or unplanned—thirty-four of the thirty-eight who found the adjustment very difficult had wanted their babies. The same proportion of couples had by their own account and the evaluation of their close friends, a good marriage. Nor were husbands and wives who suffered most any more neurotic than those who took parenthood more calmly.

The conclusion seemed to be that the arrival of the first child constituted a "normal" crisis that was to be expected by any normal couple--a kind of necessary hurdle in the transition to parenthood.

Prof. Carl A. Sheingold
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Cornell University
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Sociology 101
Man in Society
Fall 1973

334 Uris Hall: MW 1:30 - 3:30 or by appointment

Contents

Reading List
Course Outline
Organization & Requirements
Format, Required Work, The Mini-Papers, Readings
Mid - term Examination
Final Examination (excerpts)

Reading List:

Wilson, Everett K., Sociology: Rules, Roles, and Relationships (1971)
Wrong, Dennis H. and Harry L. Gracey, eds., Readings in Introductory Sociology (1972)
Shepard, Jon M., ed., Kaleidoscope: Adapted Readings for Introductory Sociology (1973)

All reading assignments will be selections from the above volumes. Note: Wilson's text concludes with a series of "Asides on Methods." These are referred to in the preceding chapters. On page 609 Wilson provides an index of the reference point for each of these brief methodological discussions. Be sure to read the appropriate "aside" when doing assignments from Wilson.

Note: An asterisk (*) indicates that the assignment which follows is optional!

Course Outline:

INTRODUCTION
(Sept. 3 - Sept. 7)

1. Overview of Field

2. Tools of Thought

3. Social Structure

WILSON: "Forward"
"Sociological Inquiry: the Focus, Means, and Yield" (Chapter 1)
SHEPARD: C. Wright Mills, "The Promise" (pp. 10 - 19)
Peter L. Berger, "Sociology and Freedom" (pp. 22 - 28)
Peter M. Blau, "Structural Effects" (pp. 34 - 37)
George C. Homans, "Bringing Men Back In" (pp. 38 - 45)
Charles D. Bolton, "Is Sociology a Behavioral Science" (pp. 52 - 55)
Tom Alexander, "Psychologists are Rediscovering the Mind" (pp. 105 - 115)

SOCIETY IN MAN
(Sept. 10 - Oct. 1)

1. Culture (Sept. 10 - Sept. 12)

WILSON: "Rules for Newcomers: The Cultural Framework of the Social Order" (Chapter 3)
SHEPARD: Leslie A. White, "The Symbol: The Origin and Rise of Human Behavior" (pp. 62 - 67)
Jerome Woolpy, "The Social Organization of Wolves" (pp. 68 - 73)
Konrad Lorenz, "Jackdaws Learn" (pp. 75 - 76)

Kingsley Davis, "Human vs. Animal Society" (pp. 77- 83)

WRONG & GRACEY:

*Judith Blake and Kingsley Davis, "Norms, Values, and Sanctions" (pp. 84-93)

Robert Endleman, "Reflections on the Human Revolution" (pp. 29 - 41)

2. Socialization (Sept. 17 - Sept. 24)

WILSON: "Process of Cultural Transmission: Socialization" (Chapter 4)

"Agent of Cultural Transmission: The Group" (Chapter 5)

"Social Structure: Institutions of Induction" (Chapter 9)

SHEPARD:

Kingsley Davis, "Extreme Isolation and the Human Personality" (pp. 93-99)

WRONG & GRACEY:

George Herbert Mead, "The Development of the Self in Social Interaction" (pp. 61 - 69)

Dennis H. Wrong, "A Brief Social History of the Family" (pp. 229 - 334)

3. Roles (Sept. 26 - Oct. 1)

WILSON: "Product of Cultural Transmission: The Person and the Group" (Chapter 6)

WRONG & GRACEY:

Peter L. Berger, "Social Roles: Society in Man" (pp. 74 - 83)

Erving Goffman, "The Operating Room: A Study in Role Distance" (pp. 94-103)

SOCIAL INSTITUTIONS
(Oct. 3 - Oct. 22)

1. Introduction (Oct. 3)

WILSON: "Social Edifice: Structure of Human Relationships" (Chapter 7)

WRONG & GRACEY:

Hans Gerth and C. Wright Mills, "Components of Social Structure" (pp. 110-114)

2. Bureaucracy (Oct. 8 - Oct. 10)

WILSON: "Social Structure: Institutions to Allocate Scarce Goods" (Chapter 10)

WRONG & GRACEY:

Max Weber, "Formal Characteristics of Bureaucracy" (pp. 326 - 330)

Seymour M. Lipset, "Bureaucracy and Social Reform" (pp. 330 - 336)

Chris Argyris, "The Individual and Organization: Some Problems of Mutual Adjustment" (pp. 337 -344)

*Alfred Weber, "Bureaucracy and Freedom" (pp. 345 - 352)

SHEPARD: *Orion F. White, Jr. "The Dialectical Organization: An Alternative to Bureaucracy" (pp. 142 - 151)

3. The Polity (Oct. 15 - Oct. 22)

WILSON: "Social Structure: Institutions Legitimizing Relationships" (Chapter 11)

WRONG & GRACEY:

John K. Galbraith, "The New Industrial State" (pp. 449 - 459)

SHEPARD: William Kornhauser, "Power Elite or Veto Groups?" (pp. 200 - 206)

Robert A. Dahl, "A Critique of the Power Elite Theory" (pp. 207 - 210)

William H. Form and Joan Huber, "Perceptions of the Distribution of Power in America" (pp. 211-220)

John K. Galbraith, "The Technostructure" (pp. 220 - 227)

SOCIAL STRUCTURES
(Oct. 24 - Nov. 12)

1. Demography (Oct. 24 - Oct. 29)

WILSON: "Newcomers: Creating Members and Replacing Losses" (Chapter 2)
"Social Change: Planned" (Chapter 4)
SHEPARD: William Paddock and Paul Paddock, "Famine - 1975" (pp. 235 - 240)
Donald J. Bogue, "The End of the Population Explosion" (pp. 241-248)
Kingsley Davis "The Continuation of the Population Explosion" (pp. 249-259)

2. Stratification (Oct. 31 - Nov. 5)

WILSON: "Social Structure: Stratification" (Chapter 8)
SHEPARD: Kingsley Davis and Wilbert E. Moore, "Some Principles of Stratification" (pp. 160 - 163)
Melvin M. Tumin "Some Principles of Stratification: A Critical Analysis" (pp. 164- 174)
Kingsley Davis, "A Reply to Tumin" (pp. 175 - 180)
Melvin M. Tumin, "A Reply to Kingsley Davis" (pp. 181 - 182)
Gerhard Lenski, "Who Gets What and Why?" (pp. 185 - 194)
WRONG & GRACEY:
Herman P. Miller, "The Distribution of Personal Income in The United States" (pp. 398 - 407)
*C. Wright Mills, "The New Middle Class" (pp. 417 - 424)
Gerhard Lenski, "The Industrial Working Class" (pp. 425 - 429)
*Dennis H. Wrong, "Social Inequality Without Social Stratification" (pp. 438-446)

3. Urbanization (Nov. 7 - Nov. 12)

WILSON: "Social Change, Unplanned: The Subtle Drift from Past to Future" (Chap. 13)
WRONG & GRACEY:
Robert Redfield, "Human Society Before the Urban Revolution" (pp. 115-127)
George Simmel, "The Metropolis and Mental Life" (pp. 196 - 205)
Sidney M. Aronson, "The City: Illusion and Reality" (pp. 288 - 299)
William M. Dobriner, "The Growth and Structure of Metropolitan Area" (pp. 300 - 304)

INDUSTRIAL SOCIETY
(Nov. 14 - Nov. 28)

1. Grand Theorists (Nov. 14 - Nov. 21)

WRONG & GRACEY:
Emile Durkheim, Saint -Simon on the Origins of Industrial Society and Scientific Sociology" (pp. 153 - 165)
Karl Marx and Friedrich Engels, "Class Struggle and the Change from Feudalism to Capitalism" (pp. 166 - 174)
Max Weber, "Protestanism and the Rise of Modern Capitalism" (pp. 175-187)
Erich Fromm, "Karl Marx's Theory of Alienation" (pp. 188- 195)
Emile Durkheim, "The Anomie of Modern Life" (pp. 206 - 213)
Max Weber, "Science and the Disenchantment of the World" (pp. 214 - 219)
Alexis de Tocqueville, "what Sort of Depotism Democratic Nations Have to Fear" (pp. 512 - 515)

2. Contemporary Perspectives (Nov. 26 - Nov. 28)

WILSON: "Social Change: Protest and Deviance" (chapter 12)
WRONG & GRACEY:
James C. Davis, "Toward a Theory of Revolution (pp. 136 - 146)
Andrew Hacker, "The Social and Economic Power of Corporations " (pp.460-466)
Daniel Bell, "The Future of Work in the Modern Economy" (pp. 471-476)
Richard L. Heilbroner, "The Future of Capitalism (pp. 491 - 510)
Kenneth Kenniston, "The Sources of Student Dissent" (pp. 274-296)

THE FUTURE OF SOCIOLOGY
(Dec. 3 - Dec. 5)

1. The Politics of Sociology

2. Sociological Prospects

WILSON: "Sociology: Its Uses and Abuses" (Chapter 15)
SHEPARD: Thomas Ford Hoult, "..Who Shall Prepare Himself to the Battle?" (pp. 317-326)
Philip M. Hauser, "Social Action and Sociology" (pp. 327 - 330)
Noam Chomsky, "The New Mandarins" (pp. 331 - 336)
WRONG & GRACEY:
Alvin W. Gouldner, "Toward the Radical Reconstruction of Sociology" (pp. 542-548)
Robert Nisbet, "A Most Extraordinary Thing:
The Debate over Objectivity in Sociology" (pp. 545 - 554)

Sociology 101
C.A. Theingold

Sociology 101

MAN IN SOCIETY

Organization and Requirements

Format: Sociology 101 will meet Monday, Wednesday and Friday at 11:15 a.m. There will be lectures on Monday and Wednesday and, starting on September 14, a discussion section on Friday. There will be a regular lecture on Friday, September 7. Section assignments will be announced on September 10. To aid us with process, we request that all students who will be taking this course hand in a piece of paper, by Friday of this week, with the following information on it: (a) Your name; (b) A list of all courses you have taken in sociology, or in any other social science; (c) Information on your schedule if you desire to be placed in a section meeting at some other time than Friday at 11:15. We assume that no one registered for this course has a course conflict at that time and we cannot guarantee that alternative arrangements will be worked out. If, however, we can find a time slot which is more desirable for a large number of students and a section leader, we will try to accommodate requests for a switch. If Friday at 11:15 is satisfactory, just indicate as such. If you desire some other arrangement, tell us enough about your schedule (when you're free and when you're not) and the reason you desire a switch, to enable us to make these arrangements. (d) Some indication of your preference with respect to undergraduate vs. graduate section leaders. Most sections will be lead by graduate student teaching assistants. Two sections will be lead by advanced undergraduate majors. Please tell us whether you prefer to be in one, or the other, or don't care. Again, within the obvious limitations, we will try to accommodate your desires.

Required Work: In addition to attendance at lectures and sections, and completion of the required readings, there will be a mid-term examination on October 12, a final examination during exam week (December 13 - 22), and five brief (1-3 page) papers to be written every other week. More about these papers shortly. The final examination will count toward one-half of the final grade. The mid-term examination and the average grade on the papers will each count toward one-quarter of the final grade. In calculating the grade for the five mini-papers, the two lowest grades among the five paper grades received will not be included in the calculation.

The Mini-Papers: As indicated above, you will be required to write five brief (1-3 page) papers, to be handed in every other week. The first will be due on either September 21 or September 28. The last will be due on either November 23 or November 30. These papers will form a major part of the basis for discussion in section. The goal of the sections will be to clarify and specify points made in lectures and in the readings. The general assignment for the papers will be very briefly elaborate upon, provide a real or hypothetical illustrative example of, or in some other way attempt to clarify a point which bears upon the material covered in lectures and readings that week. More specific arrangements with respect to assignments, due date and general format will be worked out in the first section meeting on September 14.

We hope that these papers will: 1) provide a specific and, hopefully, useful basis for discussion in section; 2) provide a specific focus for thinking about lectures and readings; 3) provide a format for getting regular feedback to the students in the course. I should stress that these papers are not intended to be burdensome exercise. We will expect to be able to read and understand them. We will expect them to manifest some thought. We will not be expecting highly polished and refined pieces of writing to be handed in.

Readings: An attempt has been made to keep the reading assignments to a reasonable length. Most weekly assignments are in the vicinity of 75 pages. There are a few weekly assignments which go closer to 100 pages, and a few others which are closer to 50 pages. We hope that you will keep up with the reading--that when a lecture is given on a particular topic you will have read the relevant assignment. We are aware that this is often an illusory hope and that there is no way of enforcing its requirements. We can only say the following: You will be held responsible for the readings at exam time. The lectures will use the readings and reference points, but we will not attempt, in the lectures, to summarize the readings. Thus, your ability to understand and benefit from the lectures will depend, in part, on your familiarity with the relevant readings.

Mid-term Examination

Instructions: Answer two of the three questions below. I cannot over-emphasize the importance of reading the question carefully and organizing an answer before starting to write. You will not be graded on the basis of how many words you write down or how many facts you include in your answer. You will be graded on the basis of how clearly and coherently you answer the questions asked. Be concise. Be direct. Pay attention to the time.

Question One

A recent article in Newsweek reported the successful teaching of a sign language to chimpanzees by two psychologists. Thus far, the chimps have been taught a vocabulary of over 160 "words" which vary from "tickle" to "book". Usually they communicate with their teachers, but now they can even signal to each other. The "tickle" and chase game is a great favorite.

This research would seem to suggest that animals can be taught to communicate with symbols. This research would also seem, at first glance, to offer a challenge to traditional notions, exemplified by White's article ("The Symbol: The Origin and Basis of Human Behavior"), which treat the capacity to use symbols as the distinguishing characteristic of human beings in contrast to "lower" animals.

1) Discuss White's position in light of the above research. What aspects of White's position are threatened by it? What aspects of White's position hold up even in the context of chimpanzees with 160 word vocabularies?

2) Discuss the distinction between symbolic communication and the more general concept of culture and indicate the implications of this distinction for interpreting the animal research reported above.

In answering this question you may find it useful, but don't feel obliged, to refer to readings by Woolpy, Lorenz or Davis, as well as White's article.

Question Two

We have discussed in class and section the concept of a "total institution" in which an effort is made to "re-socialize" people. Prisons, mental hospitals, the army, convents, etc. are examples of institutions which share this goal.

Prisoner of war camps are total institutions. Their most ambitious re-socializing goal is to change the inmates patriotic allegiance--to induce him to "go over to the other side." The technique popularly referred to as "brainwashing" is often used to accomplish this goal.

Consider a hypothetical P.O.W. camp and assume we know the following facts about its' operation: 1) All of the prisoners come from the same unit; 2) Their leadership structure is intact and is, to some extent, functioning in the camp; 3) The inmates speak a different language than that of the guards and staff of the camp. The guards' facility in the inmate's language ranges from adequate to minimal to non-existent; 4) The camp is being run in accordance with the Geneva Conventions. Thus, the prisoners are periodically visited by representatives from the Red Cross with letters and packages from home.

Focus upon three of the above attributes and explain why they would have the effect of reducing the capacity of the institution to achieve the goal of re-socialization. Also indicate what this example illustrates about the general structure and process of re-socialization in total institutions.

Question Three

In class we talked about the social influences upon career aspirations and career placement. The focus of our discussion was upon decision making rather than behavior. It seems fair to assume, however, that a student's behavior will be affected by the process and result of deciding on a future career. Among the behavior areas which might be affected are : 1) The amount of effort put into getting good grades; 2) The kind of people the student associates with; 3) The student's verbal statements regarding various subgroups of students, careers, etc. It is also relevant to note that such behavioral issues are associated with informal student roles such as "the jock;" "the grind;" "the preppy" etc.

Discuss the general issue of the effect of decisions, relating to career aspirations upon the behavior of students in college. In the course of your discussion try to employ the concept of "role distance" as developed by Goffman in his article, The Operating Room: A Study in Role Distance." Your discussion should include a definition of "role distance" as well as reference to some of Goffman's examples. You should also employ some of the concepts introduced in our class discussion of career aspirations.

Note: we are not dealing here with the implications of "role distance" for the group. Rather we are concerned with its implications for and use by individuals.

FINAL EXAMINATION
EXCERPTS

General Instructions

This examination is divided into two parts. Part A consists of thirty short answer questions. Answer all of them. The number of points which each question is worth is indicated in the margin. The maximum score for Part A is 99 points.

Part B consists of essay questions. Answer one essay question and it will be worth 32 points.

Answer the questions in Part A on the examination sheet itself. Answer the essay question in a separate blue book.

It goes without saying that a CAREFUL READING OF THE QUESTIONS is essential.

PART A

Instructions: Answer each of the following questions. The questions appear in different formats:

(a) "fill in the blank": answer in the space provided below the question. Some of these questions can be answered with a single word or phrase. None should require more than a sentence or two. Consider two sentences a maximum length.

(b) "true/false": circle the appropriate answer.

(c) "multiple choice": In some cases you are presented with a choice within the question. Circle the appropriate answer. In other cases you are presented with a list of choices (a,b,c,d) at the end of the question. Circle the appropriate answer or answers. In some cases the correct answer is one of the choices. In other cases the correct answer is a combination of choices. If you are not sure of the answer, do not employ the strategy of circling several answers on the hope that one will be correct. On answers in which more than one of the choices is circled, you will be penalized for wrong answers as well as rewarded for correct ones.

PART A

(2) 1. Bureaucracies are so interested in goals that the means are considered unimportant. True or False?

(4) 2. Distinguish between the terms "power" and "authority" as Weber used them.

(3) 3. How many of the following are basic characteristics of bureaucratic organization? 1, specialization, 2, interchangeability or roles, 3, a clear hierarchy of authority, 4, a system of written rules, 5, impersonality in assessing performance.

a) 2
b) 3
c) 4
d) 5

(2) 4. The major point of Lipset's essay, "Bureaucracy and Social Reform" is to qualify Weber's work by showing that ideological commitment can overcome bureaucratic resistance to change. True or False?

(2) 5. The ostensible goal of a university is to educate students. This is a relatively unclear and hard to achieve goal. If this were the only thing we know about universities, would we predict that they would have centralized or decentralized structure?

(4) 6. In his book Inequality Jencks was concerned with the effects of four independent variables: family background, education, IQ, and occupational status, on income distribution. Of these, which was his central concern and why?

(4) 22. Briefly contrast the meaning of "alienation" as used by Marx and "anomie" as used by Durkheim.

(3) 23. Which of the following statements correctly states the relationship between Marx's and Weber's position on alienation:
a) Marx believed that industrial workers are alienated and Weber did not.
b) Marx and Weber agreed that industrial workers are alienated, but disagreed about the source of alienation.
c) Marx and Weber agreed that industrial workers are alienated and agreed about the source, but disagreed about the level.
d) Marx and Weber totally agreed on the source and level of alienation among industrial workers. Their disagreement centered around the problem of alienation among the owners of property.

(3) 24. Kenneth Kenniston's article, "The Sources of Student Dissent," (also reported by Wilson), suggests that there are two different forms of dissent. These are associated with different eras and personality types. The two types were the:
a) active and passive.
b) rebellious and pacifist.
c) activist and alienated.
d) self-righteous and hypocritical.

(4) 25. There has been a considerable amount of research and government effort aimed at reducing population growth. Kingsley Davis has argued that the exclusive emphasis upon the problem of contraception--particularly the problem of diffusing contraceptive devices throughout the population--has resulted in our overlooking an important other factor in the problem. Which factor is this?

(4) 26. Briefly indicate what is meant by "the demographic transition."

(3) 27. Consider the following combinations of birth and death rates:

	Births	Deaths
a)	high	high
b)	high	low
c)	low	high
d)	low	low

Which of these combinations best characterizes the situation in preindustrial Europe? _____ Which of these combinations best characterizes the situation in modern, urban, industrialized societies? _____

(3) 28. The large corporation should be more socially responsible. To this Andrew Hacker, in "The Social and Economic Power of Corporations," would reply:

a) Only if government regulates corporate involvement sufficiently.
b) A corporation cannot be expected to shoulder the "aristocratic mantle."
c) Yes, because the large corporation today represents a major focus of social, political, and economic power.
d) Yes, because such behavior would increase profits.

(3) 29. Heilbroner, in "The Future of Capitalism," attempts to use the historical method to predict what type of society might possibly evolve out of the present. He says that feudalistic society expired and gave way to capitalism because the functional base was altered by commerce and industry. Which of the following does he say is the disintegrative force which will change capitalistic society?

a) socially responsible corporations.
b) the rapid expansion of organized knowledge and scientific technology.
c) the increasingly viable alternative of communism.
d) capitalism's inability to control inflation and business cycles.

PART B

Instructions: Answer one of the following questions. It will be worth a maximum of 32 points. Write as much as you feel is appropriate, but bear in mind that the exam will last two hours and the essay will count toward only one-quarter of the grade.

I. Many sociological theorists have been interested in the development of modern, urban, industrial society. Most have noted that such societies, in contrast with rural, agricultural, pre-modern societies, are marked by a "decline of religion." This is true in terms of both the institutional importance of "the church" as well as the extent and power of religious belief in the population as a whole.

It is, thus, paradoxical that many contemporary sociologists have noted a "comeback" for religion in recent years, particularly among youth. Assume for the purposes of this essay that this trend is real--i.e., that it can be empirically verified. Assume also that Marx and Weber were still alive. How would each of them assess this new trend? How would they explain it? What meaning would they attribute to it? What would they predict for the future?

Note: We are not looking for one correct answer to this question. There is no such thing. We are looking for answers which are consistent with the general theoretical perspectives of Marx and Weber.

II. Marx and Weber were both interested in stratification. They approached the issue from different perspectives. Marx focussed solely upon an individual's economic position ("class"). Weber agreed that "class" was an important dimension of stratification, but argued that "status" and "power" were also important and were analytically independent of "class."

a) Explicate this distinction. In the course of doing so, provide a definition of "stratification".
b) Discuss some of the theoretical implications of the distinction.
c) Discuss a concrete problem and show how Marx and Weber would approach it differently because of the above difference in their approach to stratification.

III. Many contemporary sociologists argue that Marx and Weber are outmoded. It is argued that Marx and Weber are important theorists of industrial society, but that we are now living in "post-industrial society." Using some of the readings (e.g., Galbraith, Heilbroner, Bell, Hacker), discuss some of the bases of the above position. What aspects of modern society have changed since the time of Marx and Weber and in what way do these changes require, at the very least, serious modifications of Marxist and Weberian theories?

Prof. Steven Vassar
Prof. Wendell Wessman
Department of Sociology
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Sociology 101
Principles of Sociology I
Sections 2 and 3
Spring Quarter, 1977

Instructors	Office	Office Hours
Lynn Chamberlain Graduate Assistant	AH 113 Y	11-12 am, M-Th
Frank Walker Graduate Assistant	AH 113 Y	11-12 am, M-Th
Steve Vassar	AH 113 Q	10-11 am, M-Th; 2-3 pm M
Wendell Wessman	AH 113 O	8-9 am, M-F; 2-3:30 pm M & W

Options Each student may select one of the following three options:

→ X. Classroom Option. Students who select this option will:

1. Attend lectures/discussions on Tuesday and Wednesdays, and write an essay question on the materials discussed in class that week--9 @ 5 points maximum. 45*
2. Write nine multiple choice exams--9 @ 20 points maximum. 180*
3. Participate in an activity supervised by one of the instructors--45 points maximum. 45**

Total Maximum Points 270

→ Y. Independent Study Option. Students who select this option need not attend lectures, may progress at their own pace, and will participate as follows:

1. Examinations covering materials in the text--9 @ 20 points maximum. 180*
2. Activity, supervised by one of the instructors--90 points maximum. 90**

Total Maximum Points 270

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*These tests are based on the content of the text, with each exam covering one chapter. Students may take a second test (a retest) over any or all chapters, with the highest score counting. In taking these tests, give the best or most complete answer. Although students may progress at their own pace, special permission will be required for anyone who wishes to take a test more than two weeks after the date on which that chapter test is scheduled.

**Activity. X-Option students may select a work project, a research study, reading (in addition to the text), participation in a discussion group which will meet during the class period on Mondays, or a combination of these. Y-Option students may select a work project, a research study, reading (in addition to the text), or a combination of these. All activities (except discussion group activities for X-Option students) must be approved by the instructor and are to be reported in writing, with name, Social Security Number, Course and Section Number, and option indicated, and are to be submitted by Friday, May 20, 1977. Grading will be based on the quality and scope (quantitative aspects) of the activity.

→ Z. Reading Option. This option will consist of reading the text and supplementary materials (number of books depending on length and nature of the books), participating in a weekly discussion group, and doing a substantial paper based on library or original research. Grading for this option will be based on participation in the discussion group, the quality of the paper to be written, and an evaluation comference with the instructor. Students who choose this option must obtain permission for Prof. Wessman.

Prof. Stephen J. Cutler
Dept. of Sociology/Anthropology
Oberlin College
Oberlin, Ohio 44074

Sociology 101
Principles of Sociology
Spring 1977

Contents

Overview of the Principles of Sociology Course 1

Part I of Course: Basic Principles of Sociology

Outline for Part I 2
Texts
Readings
Exams
Schedule of Topics & Readings

Part II of Course: Research/Computer Curriculum

Description of the Research/Computer Curriculum 6
Schedule of Topics, Readings and Assignments 7
Description of Available Data Sets (Summary) 9
Summaries of Handouts Used by Prof. Cutler 10
On Constructing and Reading Tables
An Introduction to SPSS
The Relation of Theory to Social Research
Student Evaluation of the Research/Computer Curriculum 11

Prof. Cutler's Plans for his Principles of Sociology Course 14

References 16

Overview of the Principles of Sociology Course

"Average enrollment in the Principles of Sociology course at Oberlin College is 45 students per section with three to four sections available each semester. The course itself is divided into two parts. In the first half, students are introduced to the basic principles of sociology through lectures, readings, and class discussion. A student may elect to take this segment only and, upon successful completion, receive two hours of credit as well as prerequisite credit for many upper level courses. For students who elect to take the entire course (typically two-thirds to three-quarters of the original enrollment), the emphasis in the second part is on the application of the principles to individual projects. In my own sections, the computer-based research curriculum is introduced at the beginning of the second part of the course." (Cutler, 1973)

Outline for Part I of Course

TEXTS: Each student should purchase a copy of the following:

Gerhard Lenski and Jean Lenski, HUMAN SOCIETIES: AN INTRODUCTION TO MACROSOCIOLOGY
Peter Berger, INVITATION TO SOCIOLOGY (paperback)

READINGS: The intent of this course is to provide a framework for the analysis of the structure of social units and of the processes which occur within and between social units. The text by Lenski and Lenski does this by identifying basic concepts of macrosociological analysis and then by applying these concepts to analyze the structure and processes of societies at different levels of technological development. As such, their perspective can be considered as an evolutionary, comparative analysis of societies. The sociological perspective which I will develop in class during the course will complement but not duplicate the perspective of Lenski and Lenski. Among other things, I will consider several major concepts which are not well developed in the text and apply them to the analysis of structures and processes of social units other than societies. Thus, rather than having lectures repeating the material in the text (or vica-versa), this approach will have the advantage of giving you two slightly different, but mutually reinforcing perspectives on sociological analysis. The hitch in all of this, however, is there is little overlap in the way we develop our topics. Therefore, the Lenski and Lenski text will be assigned as independent reading, to be done at your own pace, but to be completed so that it can be covered by the examination on March 25th.

All other readings, both optional and required, have been placed on reserve. These readings have been chosen to provide illustrations of concepts which we will be considering in class. For this reason, you should try to look at the readings at about the time the applicable concepts are being discussed in the course. The abbreviated references which appear in the outline below refer to the following:

Peter Rose, THE STUDY OF SOCIETY, 2nd edition.
W. Richard Scboo, SOCIAL PROCESSES AND SOCIAL STRUCTURES.
Robert W. O'Brien et al., READINGS IN GENERAL SOCIOLOGY, 4th edition.
AMERICAN SOCIOLOGICAL REVIEW (ASR)
AMERICAN JOURNAL OF SOCIOLOGY (AJS)

Readings which have an asterisk (*) by them may be found on reserve for Sociology 212 (Methods of Data Analysis); the remainder of the readings will be found on reserve for this section of Sociology 101.

EXAMS: There will be an optional examination early in March; (a) you can disregard the examination entirely; (b) you can come to the examination, check it out, and then decide that you do not wish to take it; (c) you can take the examination and have it evaluated for diagnostic purposes only without having the grade recorded; or (d) you can take the examination and have the grade recorded. If you do take the examination, you must state whether you are choosing option (c) or option (d) at the time the examination is turned in. We will decide on the date for the exam after the first few weeks of the course.

There will also be an examination, non-negotiable and non-optional, on March 25th. This is the Friday immediately before spring break, so make your vacation travel plans accordingly. Further information about the exam will be announced in March.

There will be no paper in the first half of the course.

Basic Concepts, Issues, and Perspectives (February 9 - February 28)

1. The Sociological Perspective

Berger, Chaps. 1 and 2.

2. Culture

Berger, Chap. 4.

Choose two or more of the following that interest you:

Horace Miner, "Body Ritual among the Nacirema," AMERICAN ANTHROPOLOGIST, Vol. 58 (1956), pp. 503-507.
J. Milton Yinger, "Contraculture and Subculture," in Rose, pp. 800-812.
Edward T. Hall, "The Silent Language," in Rose, pp. 115-118.
Leon Mann, "Queue Culture: The Waiting Line as a Social System," AJS Vol. 75 (1969), pp. 340-354.
S. E. Asch, "Effects of Group Pressure on the Modification and Distortion of Judgments," in Scott, pp. 221-231.

3. Personality and Socialization

Berger, Chap. 5

From among the following, choose two (or more):

Kingsley Davis, "Final Note on a Case of Extreme Isolation," AJS, Vol. 52 (1947), pp. 432-437.
Ruth Benedict, "Continuities and Discontinuities in Cultural Conditioning," in O'Brien, pp. 368-372.
Erving Goffman, ASYLUMS, "On the Characteristics of Total Institutions: The Inmate World," pp. 3-74 (highly recommended).
Dennis Wrong, "The Oversocialized Conception of Man," in Rose, pp. 132-141.
L. Weitzman et al., "Sex-Role Socialization in Picture Books for Preschool Children," AJS, Vol. 77 (May, 1972), pp. 1125-1150.

4. Social Structure

W. F. Cottrell, "Death by Dieselization," in O'Brien, pp. 79-84.

Stanley Milgram, "Some Conditions of Obedience and Disobedience to Authority," HUMAN RELATIONS, Vol. 18 (1965), pp. 57-75; AND Milgram, "Liberating Effects of Group Pressure," JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, Vol. 1 (1965), pp. 127-134.

A. Siegel and S. Siegel, "Reference Groups, Membership Groups, and Attitude Change," in Cartwright and Zander, GROUP DYNAMICS, 3rd ed., pp. 74-79.

Rosabeth Kanter, "Commitment and Social Organization: A Study of Commitment Mechanisms in Utopian Communities," ASR, Vol. 33 (1968), pp. 499-516 OR
*David P. Phillips and Kenneth Feldman, "A Dip in Death Rates Before Ceremonial Occasions: Some New Relationships Between Social Integration and Mortality," ASR, Vol. 38 (1973), pp. 678-696.

5. Relationships among the Basic Concepts

Bernard Berk, "Organizational Goals and Inmate Organization," AJS, Vol. 71 (1966), pp. 522-534.

6. Models of Society: Integration and Consensus vs. Conflict and Coercion

Ralf Dahrendorf, "Integration and Values versus Coercion and Interests: The Two Faces of Society," in Scott, pp. 148-153 and
*Theodore Chiricos and Gordon Waldo, "Socioeconomic Status and Criminal Sentencing: An Empirical Assessment of a Conflict Proposition," ASR, Vol. 40 (1975), pp. 753-772, or
*Richard Braungart, "The Sociology of Generations and Student Politics: A Comparison of the Functionalist and Generational Unit Models," JOURNAL OF SOCIAL ISSUES, Vol. 30 (1974), pp. 31-54.

Social Change (March 2 - March 16)

1. The Concept of Social Change

The following are case studies of social change in different societies. Choose one (or more) that interests you:

Lerner, THE PASSING OF TRADITIONAL SOCIETY: MODERNIZING THE MIDDLE EAST, pp. 19-42 (skim) and pp. 43-75.
Banfield, THE MORAL BASIS OF A BACKWARD SOCIETY, esp. pp. 15-31 andpp. 163-175 (Italy).
Vogel, JAPAN'S NEW MIDDLE CLASS, esp. pp. 3-14 and pp. 255-268.
Abegglen, THE JAPANESE FACTORY, pp. 1-10 andpp. 122-142.
*Jerold Starr, "The Peace and Love Generation: Changing Attitudes Toward Sex and Violence Among College Youth," JOURNAL OF SOCIAL ISSUES, Vol. 30 (1974), pp. 73-196.

2. The Process of Social Change

A. Population and the Demographic Transition

Erlich and Erlich, POPULATION, RESOURCES AND ENVIRONMENT, 2nd edition, Chapters 1-3.

B. Urbanization and Urbanism.

Choose one (or more) of the following:

Reynolds Farley, "Is Coleman Right," SOCIAL POLICY, Vol. 6 (1976), pp. 1-10.

*Alan Booth and John Edwards, "Crowding and Family Relations," ASR, Vol. 51 (1976), pp. 308-321.
Roland Warren, THE COMMUNITY IN AMERICA, Chap. 3, "The 'Great Change' in American Communities."
*Albert Hunter, "The Loss of Community: An Empirical Test Through Replication," ASR, Vol. 40 (1975), pp. 537-552.
*John D. Kasarda and Morris Janowitz, "Community Attachment in Mass Society," ASR, Vol. 39 (1974), pp. 328-339.

C. Industrialization and Complex Organizations

Choose one (or more) of the following:

Michael Fullan, "Industrial Technology and Worker Integration in the Organization," ASR, Vol. 35 (1970), pp. 1028-1039.
N. Demerath and V. Thiesen, "On Spitting Against the Wind: Organizational Precariousness and American Irreligion," AJS, Vol. 71 (1966), pp. 674-687.
William H. Form, "Technology and Social Behavior of Workers in Four Countries: A Sociotechnical Perspective," ASR, Vol. 37 (1972), pp. 727-738.

Differentiation and Problems of Integration (March 18- March 23)

1. Social Stratification

Kingsley, Davis and Wilbert Moore, "Some Principles of Stratification," in Rose, pp. 348-356.
Melvin Tumin, "Some Principles of Stratification: A Critical Analysis," in Rose, pp. 358-365.

Choose two (or more) of the following:

Elliot Liebow, TALLEY'S CORNER, Chaps. 1 and 2.
*Leonard Pearlin, "Status Inequality and Stress in Marriage," ASR, Vol. 40 (1975), pp. 344-357.
Gerald Berreman, "Caste in India and the United States," in Rose pp. 465-471.
John Butler, "Inequality in the Military: An Examination of Promotion Time for Black and White Enlisted Men," ASR, Vol. 41 (1976), pp. 807-818.
William Faunce and Donald Clelland, "Professionalization and Stratification Patterns in an Industrial Community," AJS, Vol. 72 (1967), pp. 341-350.
Fred Strodtbeck et al,. "Social Status in Jury Deliberations," in Scott, pp. 258-266.
Charles A. Valentine, "The 'Culture of Poverty': Its Scientific Significance Its Implications for Action," pp. 193-223 in E. Leacock, THE CULTURE OF POVERTY: A CRITIQUE.
Erdman B. Palmore and Kenneth Manton, "Ageism Compared to Racism and Sexism," JOURNAL OF GERONTOLOGY, Vol. 28 (1973), pp. 363-369.
*Richard Rubinson, "The World Economy and the Distribution of Income within States: A Cross-National Study," ASR , Vol. 41 (1976), pp. 638-659.

2. Deviance and Social Control

Kai T. Erikson, "Notes on the Sociology of Deviance," in Rose, pp. 775-783.

Choose one (or more) of the following:

A. J. Reiss, "The Social Integration of Peers and Queers," in H. Becker (ed.) THE OTHER SIDE: PERSPECTIVES ON DEVIANCE, pp. 181-209.

H. Edward Ransford, "Blue Collar Anger: Reactions to Student and Black Protest," ASR, Vol. 37 (1972), pp. 333-346.
Robert Anderson, "From Mafia to Cosa Nostra," AJS, Vol. 71 (1965), pp. 302-310.
*Lois B. DeFleur, "Missing Influences on Drug Arrest Records: Implications for Deviance Research," ASR, Vol. 40 (1975), pp. 88-103.
*Pat Lauderdale, "Deviance and Moral Boundaries," ASR, Vol. 41 (1976), pp. 660-676.

March 25: EXAMINATION

April 6: Organizational meeting for the second half of the term.

Description of the Research/Computer Curricula
Part II of Course

"The research curriculum takes five 65-minute class sessions:

1. The first session provides students with a brief and general introduction to research methods. Topics included are the reciprocal relationship between theory and research, a comparative analysis of several major research strategies, and a discussion of sampling. Arrangements are also made for students to receive instruction in keypunching.

2. In the second session, detailed consideration is given to the structure of data sets, the use of codebooks, the mechanics of using SPSS to replicate a major finding taken from the sociological literature employing one of our own data sets, selected run which is to be discussed in the third session.

3. This class period is used to examine carefully the output from the assigned run. Because the output involves a bivariate relationship, we discuss the proper direction in which to percentage a table, the substantive nature of the relationship, the use and meaning of observed and expected frequecies, and chisquare as a test of significance. In preparation for the following session, consideration is given to the mechanics of controlling for a third variable and to procedures for recoding and collapsing categories. The assignment for the following session in the resubmission of the original run with the addition of a theoretically relevant control variable.

4. In the fourth session, consideration is given to the process of elaboration and to the various ways in which the relationship between two variables might be modified when a control variable is used. The assigned output is then examined to apply the principles of elaboration. In preparation for the next session, students are given instruction in obtaining univariate frequenc distributions and are assigned a problem requiring the frequency distributions for several variables.

5. In the final session, the several uses of univariate distributions are discussed in conjunction with the assigned output. Also considered is the application of SPSS to other data sets, the use of multiple control variables, and several other options available in SPSS.

Toward the end of the research curriculum, students are given a catalogue containing brief descriptions of the approximately twenty-five data sets available for their use. They are asked to submit a statement of a proposed research project involving either computerbased data analysis or the more traditional library research. On the basis of these proposals, the students are assigned to small groups, comprised of students with similar substantive interests, which meet weekly for progress reports and discussion of their individual projects. A term paper, reporting the results of their research, is required of all students." (Cutler, 1973)

Most student work is done via time-sharing, on-line teletypes which are available to students at several campus locations as well as in the computing center. The Oberlin College computing facility is based on a Xerox Sigma 9 Model 2 Computer (terminals and batch processing).

Schedule of Topics, Readings and Assignments

(Part II of Course)

Wednesday, April 6: general discussion of sociological research techniques.

Assignments:

By Friday's meeting, you should take a look at "AN INTRODUCTION TO SPSS," pp. 1-9 and the "CODEBOOK FOR THE POWERLESS DATA SET." Our discussion on Friday should clear up any questions that you might have about these two documents.

Friday, April 8: discussion of the first 9 pages of the "INTRODUCTION TO SPSS" and preparation for the submission of your first run.

Assignments:

1. Sometime between Friday's session and Monday's session, you should do the run described on p. 7 of the SPSS write-up so that we can discuss the output in class on Monday. If for some reason your run "bombs", the Social Science Data Laboratory consultants at the Computer Center can be of some assistance, or see me.

2. The interpretation of your output will be more meaningful if examined in conjunction with two other documents: "ON CONSTRUCTING AND READING TABLES" and the discussion of tests of significance, both of which I'll pass out on Friday and which should be studied prior to Monday's session.

Monday, April 11: we will discuss your output and some general considerations concerning tests of significance and reading tables. We will also discuss the submission of the run described on pp. 9-13 of the SPSS write-up.

Assignments:

1. By Wednesday's session, you should have the output from the run discussed on pp. 9-13 of the SPSS write-up.

Wednesday, April 13: we will discuss the output from your last run and some general considerations concerning the utility of elaborative, multi-variate variate analysis. We will also consider the final section of the SPSS write-up which deals with obtaining frequency distributions.

Assignments:

1. By Friday's session, have the output discussed on pages 14-16 of the SPSS write-up available for class discussion.

2. Read the document entitled "THE RELATION OF THEORY TO SOCIAL RESEARCH." It is not necessary to do any of the runs suggested in that document unless you want to.

3. VERY IMPORTANT: By Friday, April 15, I must have from each of you a short written statement of the work you propose to do during the remainder of the course. It should state the topic in which you're interested, whether you plan to use library or empirical research techniques, and if the latter, which codebook (s) you need. This will help me in forming groups of persons with related interests. So that you will have a full appreciation of the range of variables and data available to you in our data set library, I'll pass out a detailed description of our data sets on Monday, April 11.

Friday, April 15: we will discuss your last output, the use and importance of frequency distributions in general, and the use of SPSS with other data sets.

Monday, April 18: by this time, I will have schedules and topics for group meetings for the rest of the term.

A note on the papers for the course:

I'm asking each of you to submit, NO LATER THAN May 18th, a paper of approximately 10 pages in length based on the work you've done in the second part of the term. Essentially, it should summarize the results of your empirical or library research. Details will follow.

Descriptions of Available Data Sets

The Oberlin department has a 32 pp document describing the more than two dozen data sets available to students. Interview schedules and/or codebooks are available for the sets. Many of these data sets were obtained or developed with the support of a National Science Foundation College Science Improvement Program grant to Oberlin College. (GY-5303).

The document on available data sets provides for each set the following information: (1) data set name, (2) type of storage (tape, disk, card), (3) total N, (4) specification of the population and sample-basis, (5) type of date (e.g., responses to pre-coded, forced choice questions, (6) variables in the data set, and (7) background information on the study and in many cases publications based on the data.

Data sets range from several comparative, cross national sets (with Ns of over 100 societies or nation-states) through a number of national samples (with Ns of over 1000), to studies on the Oberlin student body or specialized samples (e.g., police officers in four mid-western cities).

Sources of the data sets include: National Opinion Research Center (NORC), Roper Public Opinion Research Center, Interuniversity Corsortium for Political and Special Research (University of Michigan), sets generated from Bank and Textoris' A Cross-Policy Survey, Russett's World Handbook of Political and Social Indicators, Murdock's Ethnographic Atlas (on 1170 societies), and the American Council on Education Study of more than 189,000 freshman entering 360 institutions in 1973.

Several of the data sets were generated during research by Oberlin College sociologists and some of the data sets were taken from standard reference sources such as the UN Demographic and Statistical Yearbooks and from articles in the New York Times. Additionally, each year a special data set is added. This is the data set generated by the efforts of the department's research methods course. In that course students conduct a research study from the design through the data collection and analysis and report writing stage.

SUMMARIES OF HANDOUTS USED BY PROFESSOR CUTLER

Following are summaries of three major handouts used by Prof. Cutler in the research/cumputer portion of his Principles course.

On Constructing and Reading Tables

Prof. Cutler asks students to read this 10 page document. Specially written by him for the second half of the Priciples course, the paper describes rationales for use of tabled data, common mis-uses of tables, constructing of tables--using one of the departmental data sets as an example. Some of the examples of tables use the format of the SPSS CROSSTABS rountine output. A number of three variable tables are presented and discussed; specification and elaboration of two variable relationships is explored.

An Introduction to SPSS

This document is much more than a cook-book for basic SPSS operations but it is that too. The 20pp document opens with a discussion of a study done by Herbert Hyman ("The Value System of Different Classes: A Social Psychological Contribution to the Analysis of Stratification") which is returned to throughout the document. Basic teletype procedure is treated as well as SPSS control commands, system control statements (including editing and records), and subroutines such as CROSSTABS with the various STATISTICS options are discussed. All of this is done in the context of a discussion of univariate, bivariate and multivariate analysis and, at a number of points, student readers are asked to perform operations on the teletype and given some exercises using data similar to that employed by Hyman. This document was prepared by Joan Gutman (at the time a senior sociology major).

The Relation of Theory to Social Research

This 22 pp handout discusses the interplay of theory and research in sociology. "The following 'lab project' is designed to illustrate this interplay through a discussion of the theoretical origins and empirical usages of the concepts, 'alienation' and ' anomie.'" To facilitate this discussion, one specific outgrowth of the broader alienation-anomie theoretical mantle will be examined--the concept of 'powerlessness.'" The handout opens with a discussion of the origins of the concepts and briefly discusses the work of Durkheim, Srole, Meier and Bell. The relationships and joint uses of theory and research thread through the discussion. Then students are presented with their first lab exercises: they are given 24 questionnaire items measuring alienation, anomie and powerlessness and asked to "consider the theoretical origins of these concepts and indicate on the blank to the left of each item whether you think each individual item measures alienation..., anomie..., or powerlessness... In the space below each item, justify your response briefly." The items are drawn from a 1966 survey (N=1013) conducted as part of the Detroit Area Study conducted that year by the University of Michigan. A tape for the data set is available. Students are then asked to identify the three or four items contained in the data set which they think most appropriate as a measure of powerlessness. At this point, students are presented with some of the correlates

of powerlessness found in published research using a similar data set. They are then asked to tests some of these hypotheses on the Oberlin Detroit Area Study data set and compare results with those found in the published research. A final laboratory assignment asks students to draw on the theoretical and discussion in the handout and their own empirical work and make predictions as to what relationship they would expect to find between 14 independent variables and powerlessness. They are asked to test at least one of these hypotheses and finally to offer theoretical explanations for the observed and predicted relationships. Among the specific tasks given them is the construction of a dummy table which allow them to test certain hypotheses. An additional handout presented some tabled data from the data set used by the students and analyzes it in terms of theoretical considerations presented earlier. These handouts were prepared by James L. Walsh of the Oberlin Sociology department.

Prof. Cutler uses this document at the end of his computer/research curriculum in the Principles course as a means to tie together earlier lecture and discussion. Approximately half of the time in the first five sessions of the second part of the course is devoted the interplays of theory and research. Prof. Cutler's goal is that when his students actually do collect and analyze data they understand it not as a goal in its own right but as a contribution to theory.

Student Evaluation of the Research/Computer Curriculum (Cutler, 1973)

The evaluation of the computer-based research curriculum in the introductory sociology course is derived from two sets of data. The first data source is a series of questionnaires (7) given to the students in my section of the introductory sociology course in the Fall of 1972. Information is available from 26 of the 28 students who were enrolled for the full four hours.

The second set of data comes from a course evaluation questionnaire sent to students who were enrolled in my section of the course during the three previous semesters in which the computer curriculum was offered. No attempts were made to contact students who had graduated, withdrawn from college, or enrolled in off-campus study programs. Thus, of the 78 students enrolled for the full four hours, 58 were eligible and returns were received, after one follow-up, from 42 students or 72% of the eligible sample.

Evaluations from Current Students

"From several perspectives, the data indicate that the majority of students viewed the computer-based research curriculum in positive terms. In response to the question 'Was the two week period spent on research methods valuable to you,' 71% of the 26 students answered in the affirmative... Quite apart from the personal value of the computer curriculum, the students were asked whether the sessions of research methods should be retained in future offerings of the course. The overwhelming majority indicated that the research curriculum should remain a part of the course with only 4% disagreeing. However, while most of the students favored retention of this component of the course, 63% felt that the research curriculum should be made optional while 33% thought it should be required. Two themes consistently appeared in the qualitative responses. On the one hand, several students commented that where a choice is given between working on an empirical research project and a library research project, the computer curriculum is apt to be far less meaningful and unimportant to persons who select the latter. On the other hand, those who indicated that the computer-curriculum should be required often noted that apprehension would cause many students to miss a good experience is it were not required."

One further bit of evidence supports this notion that required exposure to the computer curriculum facilitates a positive attitude toward the experience. In each of the three questionnaires administered during the term, the students were asked whether they thought "that an elementary introduction to computer-based methods of data analysis should be part of an introductory sociology course." At the very beginning of the course, only 31% of the students enrolled for the full four hours responded "yes." At the end of the first part of the term, the proportion saying yes had increased slightly to 35%. At the end of the second part of the term, however, 60% of the students agreed that such an experience should be part of an introductory sociology course.

Not only is the evaluation of the computer curriculum predominantly positive, but there are also indications that the majority of students expect to use these skills in a variety of ways in other courses. Thus, 62% of the students answered in the affirmative to the question "Do you plan to take any more courses or do work in other courses that will allow you to make use of these skills." Detailed analysis of responses of students who did empirical vs library projects support this conclusion.

Evaluations from Previous Students

The retrospective evaluations of the computer-based research curriculum provided by previous students are very much in accord with those of the current students. When asked whether the two week period spent on research methods was valuable, 76% of the 42 students indicated that it was...

Here again, however, responses varied by whether the student pursued an empirical research project or a library research project. Of those who conducted a computer-based secondary analysis of one of our data sets, 91% (N = 23) said that the research curriculum was valuable, while 56% (N = 19) of those whose term projects were based on library research indicated that the curriculum was valuable. Thus, a clear majority of both groups of students view this experience in retrospects as having been valuable although it would appear to be considerably more so for students who utilized the skills in their term projects.

As was the case with the current students, most of the former students (93% of the total group; 96% of the students doing empirical projects and 89% of those doing library research projects) suggest that the research surriculum should be retained in future offerings of the course. However, 61% indicated that the curriculum should be offered on an optional basis with only 32% saying that it should be required of all students. Those suggesting that the sessions should be optional generally pointed to differences among students in their backgrouds and interests with the implication that the course should be sufficiently flexible to accommodate such diversity...

At the same time, students arguing that the computer-based curriculum should be a required component of the course noted several beneficial results regardless of student interest...

Discussion of Evaluations

In short, the results point to the conclusion that a computer-based research curriculum is an important and well-received component of an introductory sociology course. Nevertheless, several problem areas apparent from the evaluations and from instructional experience with the curriculum merit brief mention.

A first problem is one which dod not appear in the course evaluations but which has been very much in evidence in the small group discussions. Although the students are able to learn computer skills readily and are able in short order to use the computer to generate data without any real difficulty, what is more problematic, and particularly in the case of introductory students, is insuring that they have sufficient exposure to the discipline to enable them to grasp the essentials of data presentation, discussion, and interpretation. Thus, it has proven extremely useful to have several carefully selected empirical articles available as models. The provision of such examples has repeatedly been instrumental in reducing student frustration at the final stages of data analysis.

A second problem is suggested by the evaluations. It would appear that the fullest potential of a computer-based research curriculum is not met unless such exposure is coupled with an opportunity to develop and to utilize these skills through term projects involving empirical research. This, however, raises a very familiar and fundamental question. Although the majority of students expressed the preference that the research curriculum itself be an option, there was ample testimony that many students would not have availed themselves of this opportunity had it not been a requirement. Likewise, there is the possibility that requiring an empirical paper might elicit even more interest. At issue here, of course, is the more general question of whether one wishes to adopt an interest model or a prescriptive model.

A final question relates to the optimal manner in which the skills acquired in the beginning course can be utilized in upper level courses. To date, most of our energies have been focused on the introductory course, and little has been done explicitly to promote the option of computer-based empirical research in our upper level substantive courses. Given both the positive student response and the existence of a sufficiently wide range of data sets with variables appropriate to almost any course in the department, it is clear that future efforts should be directed at ways to coordinate and to formalize the extension of computer-based empirical opportunities throughout the department curriculum.

Prof. Cutler's Plans for his Principles of Sociology Course

Prof. Cutler's plans are embodied in a proposal (now funded) which he made to the National Science Foundation. The core of his proposal to develop an innovative approach to the Principles of Sociology course which some of the major conceptual and substantive foundations of the discipline are derived inductively by students, from analysis and interpretation of carefully choosen data bases (emphasis added). He writes:

"The present proposal, therefore, is predicated on the general assumption that it is highly desireable for undergraduate students who take sociology to have first-hand exposure to the research side of the discipline. It is also based on the assumption that the increasing availability of the computer, of easily used data analysis packages for the social sciences, and of readily accessible archival holdings affords us the opportunty to bridge the gap between studying and doing sociology by incorporating the research process into all levels of the undergraduate curriculum. The proposal contends further that this process should begin with the initial or introductory sociology course. It argues that undergraduate students are given the necessary skills with which to engage in research themselves, and if they are encouraged to do so, they will gain greater insight into the nature, problems, and potential of sociology. They will learn that the research process is rarely as smooth and clear-cut as might be implied by the research reports published in journals and monographs. The incorporation of research throughout the sociology curriculum, therefore, should leave students with a better critical appreciation of the sociological enterprise. The ready availability of research as an integral component of the undergraduate curriculum should give students a greater comprehension of the material they study and serve to prepare them better for graduate work. The incorporation of research into the undergraduate sociology curriculum will allow students to engage in work which is far more likely to be of a creative nature than is the typical library research paper. This important challenge for undergraduate education is sociology has been well summarized by Ernest Campbell (TAS, 5, Feb, 1970: 37):

> We shall have accomplished much when we stop hiding its creative, rigorous face from our undergraduate students, when we stop teaching it as a passive discipline to which students listen, when we teach it instead as an active discipline that students practice.

The intent of the proposed project, therefore, is to design, pre-test, revise, offer, and evaluate an innovative approach to the Principles of Sociology course in which some of the major conceptual and substantive foundations of the discipline are derived inductively, by students, from analysis and interpretation of carefully chosen data bases. The primary purpose ofthe course will be to have students generate, with appropriate interpretive guidance, basic principles of sociology from observed empirical relationships. Of equal importance as a goal of the course is developing confidence in one's ability to use elementary analytical techniques as essential tools for sociological analysis. In so doing, it is expected that students will better comprehend the empirical materials they read in this and other courses. It is also expected that the analytical and interpretive skills they acquire in the first course of the sociology curriculum will be used as they move into middle and upper levels courses

in this and other social science departments. Put another way, it is anticipated that a by-product of the course will be a feeling among students that they can and should turn as readily to the computer to answer questions of sociological interest as they now turn to the library.

"It should be stressed at the outset that the proposed course is not intended to be a research methods course; rather, it is one in which the emphasis is placed on gaining familiarity with elementary methods of secondary analysis of data for the purpose of generating the basic principles of sociology which are typically covered in the introductory course. Intensive considerations of research design, field methods, questionnaire design and construction, interviewing, data management, and such analysis and statistical techniques as scaling and correlation and regression will not be included. It is recognized, however, that if the proposed course should prove to be successful and if it were adopted as a common approach to the teaching of introductory sociology, an up-grading of content in research methods courses could follow."

"The course would for 14 weeks, three time a week for 60 minutes per session. The first two weeks would be devoted to an introduction tobasic data analysis techniques using the Statistical Package for the Social Sciences (SPSS)." The topics covered here would be the same as the current research/computer curriculum described earlier in this syllabus.

"Upon conclusion of this phase of the course, the following topics would be considered sequentially: culture, socialization, social structure; social change, population, urbanization, stratification, and race and ethnic relations. Approximately four sessions would be devoted to each of the topics. The first session on each would be an introduction to basic research issues involved in that conceptual or substantive area. Carefully selected analysis problems assigned to individual students or to small groups of students would then be run and examined in order to discuss findings, implications, and emergent principles in the second and third sessions. The fourth session on each topic would be devoted to a more formal summary and presentation of the principles, concepts, and propositions emerging from the class presentations and discussions of the data. Throughout the course, appropriate readings introducing, integrating, and extending the in-class discussions will be assigned.

An Illustration of Analysis Questions

Under the topic of population, for example, several types of cross-national relationships can be explored easily using our INTERNATIONAL DEVELOPMENT DATA SET which has been complied from the Population Reference Bureau's "world Population Data Sheet" and supplemented with data published by the United Nations:

A. What is the relationship between birth rates and the proportion of a population in the age range 5-14 who are in primary or elementary school? What are the implications of this relationship for social and economic development?

B. How are infant mortality rates related to variation in the per capital ratio of medical personnel? What are the implications of changes in infant mortality rates for population growth?

C. What is the relationship between the percent of a population engaged in primary industries and urbanization? What are the implications of a rapid rate of population growth coupled with a slower rate of industrial growth for urbanization, and for political and social stability?

D. What is the relationship between mortality, fertility, and age composition? How do these relationships vary between groups of nations at different stages of the demographic transition?

Within a society such as the United States, any one of several data sets we now have could be used to consider questions such as the following:

A. What is the relationship between education and fertility? Why? How have levels of education changed over time? What are the implications of changing educational attainment for future fertility?

B. How have attitudes towards the legalization of abortion changed over time? Have these rates of change been differentially distributed among the population? What are the implications of policy change in this area for attitude change?

C. What is the relationship between age and attitudes toward intergenerational relationships? What effects will fertility have on the age structure and with what variable implications for the quality and nature of intergenerational ties?

In short, through carefully constructed sets of empirical questions coupled with presentation, discussion, and synthesis of findings, basic sociological principles, concepts, and relationships can be arrived at inductively by students at the sane time they develop their methodological and analytical abilities.

NOTE

Prof. Cutler is interested in hearing from other sociologists who are pursuing similar research/computer curricula in an introductory course and from sociologists interested in the inductive approach to learning sociology. He also has expressed willingness to share materials from his course.

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Culture, Society & Self
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CONTENTS

Course Outline
Introduction 1
The Role Playing Assignments..... 1
Objectives of the Course..... 1
Course Organization & Schedule..... 2
Attendance Policy..... 2
Grading..... 2
Criteria for Written Work..... 3
Criteria for Oral Work 3
Course Content..... 4
Textbooks & Their Coverage..... 4
Notes and Comments by Prof. Hill on his Course 5

Introduction

This course involves role playing following the format of the traditional press conference.
Each class member will assume the role of a government expert at a press conference.
Each class member serves twice as a chief spokesman for the press corps.
Each class member becomes a member of the working press.
Each class member editorializes in a summation of the press conference.

The Role Playing Assignments

Role #1 is the role of the "expert" who holds a press conference in which 2 or more viewpoints are presented regarding a particular topic. This is not a reading, though the "expert" may use notes. In addition, the "expert" prepares a written press release for distribution to the press corps. This role involves library research.

Role #2 is the role of the "press corps member." Each member of the "press corps" reads the press release in advance of the conference and then interrogates the "expert." At the end of the conference each member of the "press corps" rates the verbal presentation and the press release.

Role #3 is the role that is played by one member of the "press corps" at each conference. It requires the player to assume the part of the reporter with more technical knowledge than the other members of the press who are present at that particular conference. This role must be assumed by every class member once during the semester. It presupposes library research.

Role #4 is the role of the "editor." In this role each class member submits an editorial statement of position regarding the topics covered in the series of press conferences.

Objectives of the Course

This course is designed to develop the following skills, attitudes, and awarenesses on the part of the student:

1. Efficient library research.
2. Organize, deliver, and defend an oral presentation.
3. Write a concise, logical, and comprehensive statement of position.
4. Preparation of an effective summary of one's views on several topics.
5. Desire to think critically and objectively, and to assume one's own stance with regard to the multifaceted problems in view of alternatives available for their solution.

Course Organization and Schedule

The first 2 or 3 class periods will be devoted to the selection or assignment of topics, and the development of a schedule of press conferences.

During the next phase of the course, the instructor will give some lectures of not more than 20-30 minutes duration. The remainder of the class period will be given over to consultation with students who are working on their presentations.

Next comes the press conference period and during this time it is expected that every class will be utilized for press conference until the conference schedule is completed.

During the press conferences each class period will be divided into the following time segments:

Reading the press release	- 10 minutes
Press conference	- 30 minutes
Grading	- 10 minutes
Other	- 5 minutes
Total	- 55 minutes

Completion of the conference schedule will leave the remaining class periods open for consultation with the instructor, and no planned class sessions will be held until the day and time scheduled for the final examination.

The "editorial" is in essence the final examination and it may be handed in at any time subsequent to the final press conference, up to and including the day and hour for the final examination.

The instructor will be present at the place, date, and time scheduled for a final examination, in order to collect the editorials outstanding and to review, summarize, and critique the course.

The schedule described above may be subject to change as circumstances dictate.

Attendance Policy

Class attendance is voluntary though students are advised to attend the class sessions since a large part of the final grade will depend upon one's knowledge of the information presented in class.

Grading

Final grades will be determined by the following scale:

Grade	Points
A	- above 315
B	- 262 to 314
C	- 191 to 261
D	- 138 to 190
F	- below 138

Grade points will be accumulated in accordance with the following rating chart:

Basis	Press Release	Oral Presentation	Chief Spokesman	Editorial	Point Total
Breadth	20	15	10	20	
Depth	20	15	10	20	
Research	30	30	10	20	
Originality	10	10	10	20	
Presentation	20	30	10	20	
	100	100	50	100	350

Evaluation sheets will be given to the members of the "press corps" at each press conference.

The "press corps" will rate the verbal presentations and the press releases; and the instructor will rate the "chief spokesmen" and the "editorials."

Criteria for Written Work

Breadth means coverage that indicates the relationship of your argument with other aspects of the topic.

Depth means a detailed enough presentation that all significant factors have been included in the argument.

Research means documentation from authoritative sources other than the text or common knowledge.

Originality means reflective thought used to develop the argument.

Presentation means (1) summary at end of brief;
(2) clarity and logic in the argument
(3) conciseness, quality of writing, and grammar.

Criteria for Oral Work

Breadth means coverage that indicates the relationship of the argument with other aspects of the topic.

Depth means a detailed enough presentation that all significant factors have been included in the argument.

Research means documentation from authoritative sources other than the text or common knowledge.

Originality means reflective thought used to develop the argument.

Presentation means (1) a summary of the argument at beginning and at end;
(2) clarity and logic in the argument;
(3) delivery in terms of voice, manner, and grammar.

The instructor will pass on the adequacy of the data submitted at each press conference, will question the experts, and will assign the final grade.

Course Content

Each one of the two textbooks for this course identifies certain aspects of human existence, and they examine these subjects as they are circumscribed by the current major viewpoints. They offer these contrasting view with the data that support them.

TEXTBOOKS & COVERAGE

Conceptions of Social Life by William Gamson and Andrew Modigliani (Boston: Little, Brown & Co., 1974).

1) What is the Nature of Man?
2) How Do People Perceive and Organize Their Social Environment?
3) How Do People Become Moral Actors?
4) What Makes Men and Women Different?
5) What is the Nature of Face to Face Interaction?
6) How Do People Change Each Other's Attitudes and Behavior?
7) What Makes Groups Dynamic?
8) How Do People Become Social Deviants?
9) What Creates Personal Commitment to Groups and Organizations?
10) How is Public Opinion Formed on Issues of Public Policy?
11) Why Do People Rebel?
12) Why Do People Fight Wars?

Social Problems: The Contemporary Debates by Williamson, Boren and Evans (Boston: Little, Brown & Co., 1977):

1) Race Relations: Separation or Integration?
2) The Women's Movement: Equality Between the Sexes?
3) Why Does Poverty Persist in Affluent America?
4) The Need for Secrecy or the People's Right to Know?
5) Capitalism: Rational or Irrational?
6) The American Corporation: Profit or Social Responsibility?
7) Can World Population Growth be Controlled?
8) How Serious is theEnergy Crisis?
9) Is There a Possution Crisis?
10) Alienation and Work: How Serious is the Problem?
11) The Nuclear Family: A Source of Alientation?
12) What Is the Drug Problem?
13) Crime: Where is the Problem?
14) The Penal System: Rehabilitation or Protection of Society?
15) Welfare: What is the Problem?

NOTES & COMMENTS BY PROF. HILL ON HIS COURSE

The manifest objectives of the course "society, Culture, & Self" are stated in the Course Outline, but the latent functions gradually become obvious to the student during the semester. A critique by the instructor follows each press conference and at that time these latend functions become the focus of attention. A number of these functions are listed below:

Function	Related Course Material	Instructor's Comments
1. Change in student's own self-concept.	Chapters 1-6 in Gamson and Modigliani	"You will be changed by this course." "As a college graduate you have responsibility for leadership in our society."
2. Careful listening.	All text materials, plus formulation of effective questions for querying the experts.	"Three rules for analyzing communication: a) What is the author trying to say? What does he really mean? b) How does the author know? c) What is the author leaving out?"
3. Consistency in one's beliefs and values.	All text materials.	"Are your views regarding people consistent?" "Are you involved with cognitive dissonance?" "Are your views changed by the emotional impact of certain words or topics?"
4. Change in classroom feelings over time.	Chapters 6-12 in Gamson and Modigliani, and all chapters in Williamson, Boren and Evans.	"Your group is writing its own history" "You are no longer strangers." "Has your membership in this group changed your views about some topics?"
5. Cognitive and affective aspects of human behavior	All materials in both texts.	"You can agree intellectually, without acting in agreement." "You have to desire the change in your behavior." "Direct logical confrontation sometimes increases resistance to change or agreement."

Prof. Hill describes his course as being a combination of social psychology and social problems. Following his experience with this course format, he reports planning a number of revisions. To data, it has been the case that 30 students spoke on 30 different topics and Prof. Hill found that students felt less involved in the course once their own presentation had been completed. Thus, the next time he offers this course he is planning to have students prepare written critiques. This will be similar to the press conferences except that in place of the editorials, students will write critiques on, for example, the work of Freud, Mills, or Galbraith. Prof. Hill intends to have students extract from these authors, the major propositions. He wants students to develop the ability to respond to these writings in terms of their (the students') own ideas. Students should be able to crystallize <u>their</u> ideas about people and what they believe about people. Students should learn to identify major themes and what it is that holds the argument (in Freud, for example) together. The same approach would hold for the problems orientation of the course--students should crystalize <u>their</u> beliefs about problems. Prof. Hill regards his students as future leaders and wants them to develop the ability to crystallize their ideas and have this reflected in their writing. He notes that many have never been asked to do this before.

In this course, Prof. Hill has boals--in addition to cognitive learning--involving leadership, public speaking, responding to questions and thinking on one's feet as learning experiences for his students. Prof. Hill is concerned about what happens to students when they learn--he is concerned about the context of learning.

Prof. Hill tells his students he expects that they will be changed as a result of this course and asks students to have that expectation. He asks his students: Are you being consistent in your views of human nature and your views of problems? Are your emotions standing in the way of your views of problems? What are some issues and problems likely to arouse emotions? Prof. Hill places much emphasis on student self-examination.

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Sociology 305
Principles in Sociology
Fall, 1975

This course is offered to juniors and seniors in a format suited to their experience with college level work, their interests and their needs. Each one of you will meet individually with Prof. Verdet or Cassidy for an hour every fourth Thursday. Otherwise, your work will consist of:

(a) some basic readings in sociology (see below)
(b) some special readings, to be decided upon at your second conference with Professor Verdet or Cassidy on the basis of your background and interests.
(c) doing sociology yourself, i.e. observing a social setting such as your place of work, an institution where you are a volunteer, will include careful recording of your observations, and reflection on the best ways to explain and summarize what is going on there.
(d) you will be expected regularly to enter in a LOG your response to your readings (comments on the author's general approach or on specific items in the book, questions, criticisms, further speculation on some of the author's themes. ect.) as well as your own sociological work (see c above). The log is a crucial tool in the course. You bring it to your instructor one week before each of your appointments, and it provides a basis for each of your conversations with her, as well as for your final grade.

BASIC READINGS

Each student in the course is expected to get a basic initiation to sociology through the following readings:

1. "A Few Principles of Sociology" by Prof. Verdet should help you start "doing sociology" at once. This one page long mimeo should be re-read often.
2. A "Syllabus" of the course, in two mimeoed volumes. This document, also prepared by Prof. Verdet, consists of two parts:
   --a series of introductions to some of the main concepts of sociology; these have proven useful to some students;
   --the most important part consists of excerpts from some of the great thinkers who founded sociology; these writings are difficult. They have been footnoted by Verdet so that after reading the excerpt itself, you might join her in speculating further on what the author means. (Excerpts are included starting on page 3 following this introduction.) This should help you start the "response" part of your log (see d above).
3. BEFORE YOU ARE THROUGH WITH THE SYLLABUS, you should start reading a good example of more concrete sociological work which will serve as an example for "doing sociology" yourself. This should be either: 3a. Street Corner Society, by W.F. Whyte, a first hand study of some aspect of life in the North End during the great depression. You might well start with his concluding chapter and his appendix, to get immediately a sense of his approach. This findings are much applicable to the present than one might think at first.
   OR you may choose:

3b. a combination of Tally's Corner, by E. Liebow, and Whitetown U.S.A., by P. Binzen. Both of these works are more recent, and explore the problems of the underprivileged. The first is on the lives of lower class black, young males in Washington, D.C. with emphasis on their failure to make it economically and its consequences in the rest of their lives. The second is on the lives of poor whites in Philadelphia, their bitterness, and the problems of their schools.

4a. In order to see a fine example of how a sociologist puts her knowledge to work, you will all read 9226 Kercheval by Nancy Milio, a white visiting nurse in a black neighborhood in Detroit, in it she tells how she helped create a Health Community Center.
OR you may choose Report from Engine Co. No. 8 by S. Dennis, a white foreman in the worst fire district of the country.

5. You will also be expected to read either one of the two volumes of Democracy in America by A. de Tocqueville. Even though this work was written some 140 years ago, it remains one of the very best studies of the American society taken as a whole. The first volume focuses on how the government is organized at all levels, and how it actually functions. The second shows how typically American attitudes, customs, style, can be understood in terms of the principle that men are equal. The author is a young French noble who upon visiting the USA in 1830 was struck by the differences he saw between the young nation and European ways. He wrote to demonstrate to his European readers that democracy does not mean chaos, as they were inclined to think. On the other hand he worries about some of the features of the new system which seem to him bound to lead to trouble - tyranny of the majority, lack of an opportunity for excellence in the arts develop, exclusion of the blacks and the Indians from the principle of equality. He will intrique you often, make you mad sometimes, bore you now and then. But suddenly an extraordinary insight will make it all worthwhile.

6. All are expected to read One Day in the Life of Ivan Denisovich by A. Solzhenysizn, an acount of life in a Siberian work camp. This shows how the worst experience can be transformed into a superb human document.

7. All are expected to read Doing Field Work by Rosalie Wax. The author, an anthropologist, reflects on her research experiences in a way which should help the beginner profit personally from his/her own efforts.

8. Depending on your interests, background, and previous work in other social sciences, you will be expected to choose ONE from among the following books:
8a. The Structure of Scientific Revolution by T. Kuhn, for those of you who have majored in one of the sciences, in order to look at science as a social phenomenon.
8b. Invitation to Sociology by P. Berger, for those of you who want to see how a philosophical inclined sociologist speaks of his discipline;
8c. Return to Laughter by E. Bowen, for those who would enjoy seeing how an American female, anthropologist reports and reflects on her field experience in Africa (this includes coming to a greater awareness of her identity as an American).
8d. Living and Dying in Murray Manor, by Jaber Gubrium, an excellent account of thelives of old people in a nursing home;
8e. Personal Knowledge, by Michael Polanyi, the reflections of a natural scientist who is also a philosopher on human nature as it is revealed in the activity of making knowledge and assenting to it.

All these books are or will be at the Harvard Bookstore. Don't hesitate to browse there, to be sure that you make your choices wisely.

Complex Organization

In this section we invite you to read two quite different kinds of analysis of basically the same phenomenon--the Industrial Revolution in Western Europe. Marx and Weber agree on many historical facts. They come from the same intellectual milieu--19th century Germany. But their approach to their subject matter differs. Marx is searching for an explanation: he looks for the laws which underlie observed regularities in human events and behavior (including regularities observed in change itself). He wants to get at universal and necessary connections between the social phenomena he studies and the various circumstances in which they occur. His theory of the supreme importance of the ownership of the means of production is well known. In the text excerpted from Capital, you will see how carefully he does his homework, scrutinizing the organization of production during the crucial period of transition from the guilds to modern industry.

Weber, on the other hand, is searching for understanding (verstehen in German). He wants to find out what the men involved in the Industrial Revolution thought they were doing and how they felt about it: their motivation or justification, their overall life style. He sets out to reconstruct the Spirit of Capitalism, as it "must" have developed, using a great variety of historical documents. He will not end up with a theory that could be compared to Marx's, or be seen as a refutation of Marx (though some people read him this way). Rather he comes through with a compelling "ideal type" of the early capitalist qua inspired, justified, propelled by Protestant theology and spirituality. In our selection you will see him scrutinizing primarily the Capitalist outlook, and then showing the overlap and internal consistency between it and what he calls the "Protestant" outlook (not the Reformers' own, but that of their descendents).

We hope that the contrast between the two wuthors will not so rivet your attention that you will fail to appreciate what each of them reveals to us about complex organization:

(a) that any basic structuring of human relations (whether division of labor in the area of work, or a certain kind of family set up) has far reaching, inevitable consequences on people's lives, bother within its own sphere and outside of it. (Marx)

(b) that any basic systems of human relations is kept alive in its various parts, hence maintains, renews and transforms itself, by virtue of a certain outlook, a certain perception or definition of the human condition and destiny. (Weber)

(c) that any study or organization should touch on such questions as: what activity is "organized"; how many people are involved; who has power over whom, in which matters and by which means; what is the tempo of activity; what are the goals or standards of various categories of people involved; what agency outside the organization has power to regulate it; what are the trends in observable change, ect?

I am indebted for this selection to Professor George Rawick.

Text 5a. Excerpts from "Division of Labour and Manufacture" and from "Machinery and Modern Industry" in Capital by Karl Marx (published in 1867) pp. 347-363, 418-423. copyright 1918 by William Glaisher Ltd.

Division of Labour in Manufacture, and Division of Labour in Society[1]

In spite of the numerous analogies and links connecting them, division of labour in the interior of a society, and that in the interior of a workshop, differ not only in degree, but also in kind. The analogy appears most indisputable where there is an invisible bond uniting the various braches of trade.[2] For instance the cattle breeder produces hides, the tanner makes the hides into leather, and the shoemaker, the leather into boots. Here the thing produced by each of them is but a step towards the final form, which is the product of all their labours combined. There are, besides, all the various industries that supply the cattle-breeder, the tanner, and the shoemaker with the means of production.[3] Now it is quite possible to imagine, with Adam Smith,[4] that the difference between the above social division of labour, and the division in manufacture, is merely subjective, exists merely for the observer, who, in a manufacture, can see with one glance, all the numerous operations being performed on one spot, while in the instance given above, the spreading out of the work over great areas, and the great number of people employed in each branch of labour, obscure the connexion.[5] But what is it that forms the bond between the independent labours of the cattle-breeder, the tanner, and the shoemaker? It is the fact that their respective products are

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[1]One of the most fruitful approaches to the study of complex organization consists of comparing one type of organization with another. Later in this text Marx will principally compare four successive historic stages in the organization of production: WORKSHOP of the craftsman; MANUFACTURE, i.e. large scale production ("facture") by hand ("manu"); FACTORY, i.e. production by means of machines; MODERN INDUSTRY, i.e. complex assemblage of ever improving, more autimatized, machinery for production. Here, however, he starts by comparing the manufacture and society at large from the apparently simple standpoint of how division of labor functions in each. (P.V.)

[2]Marx's thesis will be that division of labor in Manufacture is regulated to the last detail. The process that ends in a finished product is broken up into any number of component parts. A given proportion of the work force is likewise assigned to perform each one of these partial tasks (e.g. in a shoe factory, 10% to carry the leather, 15% to prepare it, 5% to sort it, 3% to cut the top, 2% to cut the soles, 20% to sew, 8% to finish, 10% to pack, 4% to sweep the floor, etc. etc.). Within each category, and between categories, individual efforts are seen as feeding into each other, not as competing with each other. In society at large, on the contrary, each producer follows his own rule and goal, paying attention to others only to exploit them or compete with them. In order to make his point more forcefully, Marx points out the dependence of sets of producers on each other, even in society at large. (P.V.)

[3]What is the point made by Marx here, in listing all these leather-related occupations? (P.V.)

[4]Adam Smith is only one of the many economists and social analysts quoted by Marx, in several languages. We have taken the liberty of eliminating these richly documented footnotes for the sake of brevity. (P.V.)

[5]Re-read this sentence until you have become convinced of Adam Smith's perspective, so as to be ready for Marx's objection to it.

commodities.[1] What, on the other hand, characteriese division of labour in manufactures? The fact that the detail labourer produces no commodities. It is only the common product of all the detail labourers that becomes a commodity. Division of labour in a society is brought about by the purchase and sale of the products of different branches of industry, while the connexion between the detail operations in a workshop,[2] are due to the sale of the labour-power of several workmen to on capitalist, who applies it as combined labour-power.[3] The division of labour in the workshop implies concentration of the means of production in the hands of one capitalist; the division of labour in[4] society implies their despersion among many independent producers of commodities. While within the workshop, the iron law of proportionally subjects definite numbers of workmen to definite functions,[5] in the society outside the workshop, chance and caprice have full play in distributing the producers and their means of production among the various branches of industry....Division of labours within the workshop implies the undisputed authority of the capitalist over men, that are but parts of a mechanism that belongs to him.[6] The division of labour within the society brings into contact independent commodity-producers, who acknowledge no other authority but that of competition, of the coercion exerted by the pressure of their mutual interests...[7] The same bourgeois mind which praises division of labour in the workshop, life-long annexation of the labourer to a partial operation, and his complete subjection to capital,[8] as being an organization of labour that increases its productiveness--that same bourgeois mind denounces with equal vigour every conscious attempt to socially control and regulate

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[1]A "commodity" is any object which has been produced in order to be sold. Thus, the cattle breeder sells the hide to the tanner, who sells the pelt to the shoe-maker. But the sole-cutter does not sell the sole to the workers who sew the shoe. Now, what difference does this make? Sheer efficiency, but what else? This is the question Marx will relentlessly pursue. (P.V.)

[2]Don't get confused here. "Workshop" is used to refer to one particular aspect of "manufacture," i.e. that several workers are hired by one boss to work together in a shop. (P.V.)

[3]Here is a rather unexpected turn in the analysis. Rather than looking at the sale of the finished product by the boss of the workshop, Marx underlines that each worker had indeed sold something to someone else. But what? HIS OWN LABOR. Note how this way of conceptualizing the relation between boss and worker will affect all of Marx's subsequent analysis. (P.V.)

[4]Now the old cliche' connecting Marx's name to the "ownership of the means of production" may hopefully come alive as an idea.

[5]See footnote 2 of preceeding page on percentages of the labor force affected to various tasks. These percentages symbolize the power of the boss to regulate everything. (P.V.)

[6]This striking formula is but the logical conclusion of the idea underlined in footnote 3 above. If the workers sell their labor to the boss, obviously it follows that "they are but parts of a mechanism that belongs to him." (P.V.)

[7]Notice the contrast between the two basic relations upon which each of the systems is built--authority for one (workshop), competition for the other (society). It is by uncovering the basic relation that Marx refutes Adam Smith's contention that the two are similar. Are you convinced by Marx's analysis? (P.V.)

[8]In this context capital can be simply defined as the set of resources which enable the boss ("capitalist") to buy the "labor-power" of the workers and to put it to use. (p.v.)

the process of production, as an inroad upon such sacred things as the rights of property, freedom and unrestricted play for the bent of the individual capitalist. It is very characteristic that the enthusiastic apologists of the factory system have nothing more damning to urge against a general organization of the labour of society, than it would turn all society into one immense factory.[1]

If, in a society with capitalist production, anarchy in the social division of labour and despotism in that of the workshop are mutual conditions the one of the other,[2] we find, on the contrary, in those earlier forms of society in which the separation of trades has been spontaneously developed, then crystallized, and finally made permanent by law, on the one hand, a specimen of the organization of the labour of society, in accordance with an approved and authoritative plan, and on the other, the entire exclusion of division of labour in the workshop, or at all events a mere dwarf-like or sporadic and accidental development of the same.[3]

The rules of the guilds...by limiting most strictly the number of apprentices and journeymen that a single master could employ, prevented him from becoming a capitalist.[4] Moreover, he could not employ his journeyment in any other handicraft than the one in which he was a master. The guilds zealously repelled every encroachment by the capital of merchants, the only form of free capital with which they came in contact. A merchant could buy every kind of commodity, but labour as a commodity he could not buy.[5] He existed only on sufferance, as a dealer in the products of the handicrafts. If circumstances called for a further division of labour, the existing guilds split themselves up into varieties, or founded new guilds by the side of the old ones; all this, however, without concentrating various handicrafts in a single workshop. Hence, the guild organization, however much it may have contributed by separating, isolating and perfecting the handicrafts, to create the material conditions for the existence of manufacture, excluded division of labour in the workshop.

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[1]This is a striking instance of Marx's style as a polemicist. Note how he uses the objective, scientific analysis he has developed so far in order to deal a blow to his political adversaries. In the name of what? of logic alone? What is the bourgeois mind guilty of in Marx's eyes? (P.V.)

[2]Here Marx goes one step further. After showing the contrast between the two forms, he now says that they are conditions of each other. How do you think he would go about demonstrating this second point? (P.V.)

[3]Sort out the elements of this sentence, which recapitulates what Marx has to say about the pre-capitalist form of organization of work, the craftsman's workshop. No division of labor within the workshop, only the differentiation of workers in terms of how far along they are in learning all the skills of the trade--apprentices, journeymen or master craftsmen. On the other hand, strict social regulation of producers, through the guilds, i.e. what can be produced by whom, in which quantity, according to which standards? (P.V.)

[4]In a footnote next page we shall discuss capitalism's need, as a complex organization, for ever increasing numbers of workers. In this paragraph Marx touches on the various factors which could have made for the development of capitalism in the previous system or organization but were prevented from it. Try to list each one of them. (P.V.)

[5]Here is a good place to test the definitions we have given you for "commodity" and "capital". (P.V.)

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